DOCUMENT RESUME

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ABSTRACT

Seventeen nationally normed, standardized achievement tests were judged appropriate by the Illinois Title I Test Review Committee for use with Model A-1 in evaluation of Illinois Title I programs. They are the California Achievement Tests, CIRCUS, Gates-MacGinitie Reading Tests, Iowa Tests of Basic Skills, Iowa Tests of Educational Development, Metropolitan Achievement Tests, Nelson Reading Skills Test, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Test, Stanford Diagnostic Math Test, Stanford Diagnostic Reading Test, Stanford Early School Achievement Test, Stanford Test of Academic Skills, STS Educational Development Series, and Tests of Achievement and Proficiency. These tests were classified by the test characteristics related to the evaluation requirements of Model A-1. The information in the current listing includes: (1) test identification and general information; (2) basic test information (chart format); (3) key issues; (4) norming; (5) out-of-level testing; (6) scoring; (7) score conversion tables; (8) specific test information; and (9) miscellaneous information. (RL)

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TESTS APPROPRIATE FOR MODEL A IN ILLINOIS

MARCH 1980

U.S. DEPARTMENT OF HEALTH
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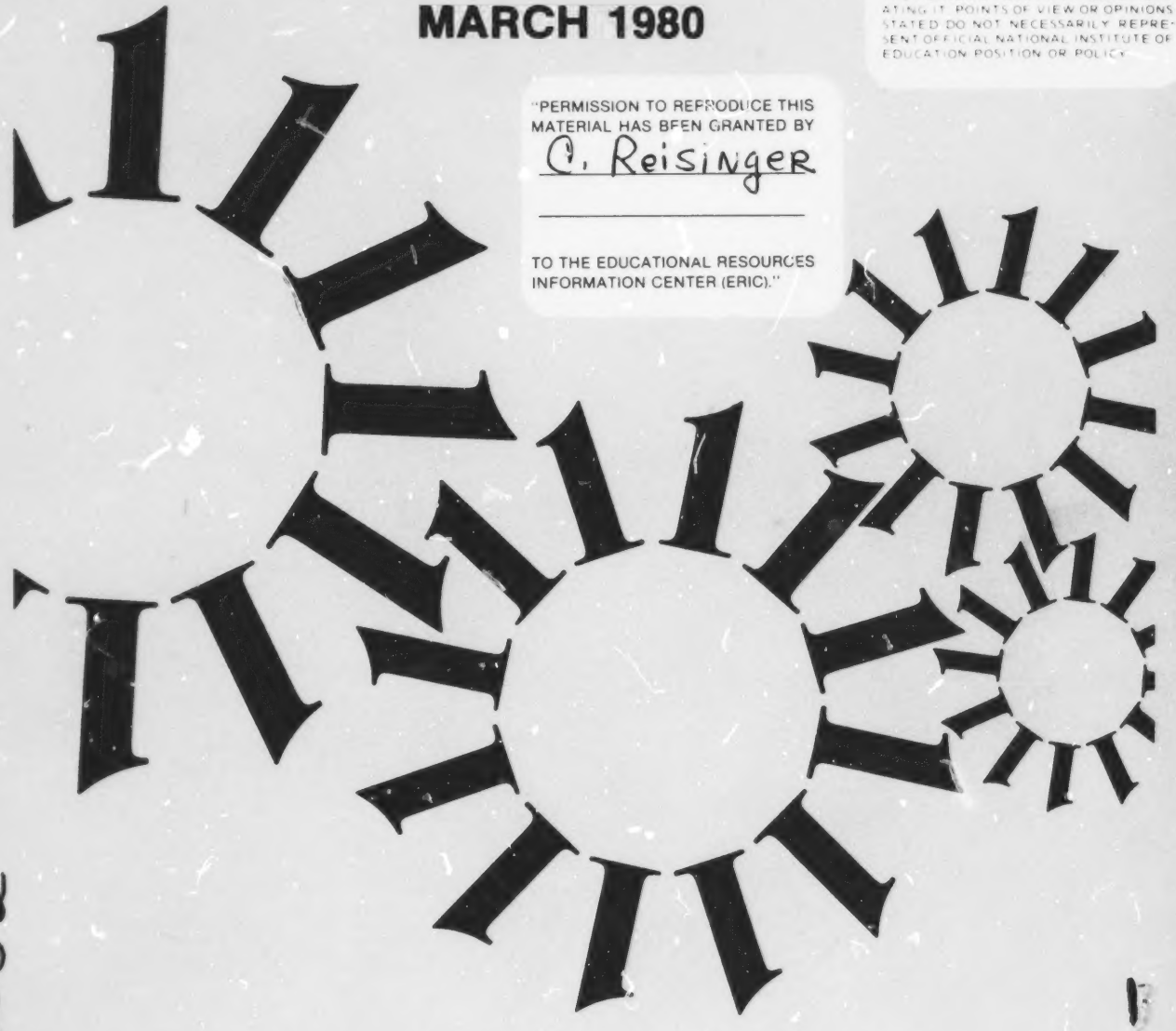

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TESTS APPROPRIATE FOR MODEL A-1 IN ILLINOIS

March, 1980

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NATIONALLY NORMED, STANDARDIZED ACHIEVEMENT TESTS APPROPRIATE FOR USE WITH MODEL A-1 IN EVALUATION OF ILLINOIS TITLE I PROGRAMS

March, 1980

The Title One Evaluation and Reporting System (TIERS) was developed under contract to USOE for use by state and local educational agencies. The system is comprised of three models, the norm-referenced model, the control group model, and the regression effect model. The Illinois State Board of Education selected Model A-1, the norm-referenced model with a fall-spring testing schedule for use in evaluating Title I projects in reading, language arts, and mathematics, grades two through twelve. The Illinois State Board of Education has requested that local districts secure prior approval for use of models other than A-1 or for other testing schedules.

Due to the importance of test selection for correct implementation of Model A-1, the Illinois State Board of Education convened the Title I Test Review Committee to examine tests that were available in order to determine their appropriateness for use with Model A-1 in Illinois. The Region V Technical Assistance Center, Educational Testing Service Midwestern Regional Office was asked to assist the Title I Test Review Committee by providing information on each test to be examined. The information on each test was obtained from Tests in Print, Buros' Mental Measurements Yearbook, tests publishers' responses to ETS/TAC questionnaires, and technical handbooks and materials.

The first list of appropriate tests was printed in March, 1978. Since that time additional tests and information have become available. The Test Review Committee was reconvened in March, 1980 to consider these additions and update the list of appropriate tests.

This brochure has information reflecting the most recent decisions of the Title I Test Review Committee. There are no additions to the list of tests appropriate for use with Model A-1 in Illinois. Several tests have been deleted from the list. Those tests deleted from the list have each been replaced by a newer edition and are currently being phased out of circulation by the publisher. It is the recommendation of the Illinois State Board of Education that the use of these older editions of tests not be used unless justification has been provided by the LEA in the "Application for Grant to Meet the Special Educational Needs of Educationally Deprived Children" (ISBE Form 20-06 1/80).

Many excellent tests which do not appear in this list of those appropriate for Model A-1 evaluation may continue to be useful in Title I for other purposes such as district-wide needs assessment, selection of project participants, diagnosis, or assessment of individual student progress. Such tests, however, do not meet Model A-1 evaluation requirements with fall and spring testing and may be used only in addition to one of the seventeen (17) tests listed here. This test classification

refers solely to test characteristics related to the evaluation requirements of Model A-1 as described in User's Guide: ESEA Title I Evaluation and Reporting System, G. K. Tallmadge and C. T. Wood (Mountain View, CA: RMC Research Corp., 1976).

The test battery or subtest which best measures your Title I project objectives (content validity) and has norms suitable as a comparison group for your Title I participants should be selected for Model A-1 evaluation in your district.

TESTS APPROPRIATE FOR USE WITH MODEL A-1 EVALUATION IN ILLINOIS

1. California Achievement Tests, 1977-78
   (CTB/McGraw Hill)

2. Circus, 1978
   (ETS, Addison-Wesley Testing Service)

3. Gates-MacGinitie Reading Tests, 1978
   (Houghton-Mifflin)

4. Iowa Tests of Basic Skills, 1978
   (Houghton-Mifflin)

5. Iowa Tests of Educational Development, 1971
   (Science Research Associates, Inc.)

6. Metropolitan Achievement Tests (Instructional), 1978
   (Psychological Corporation)

7. Metropolitan Achievement Tests (Survey), 1978
   (Psychological Corporation)

8. Nelson Reading Skills Test, 1977
   (Houghton-Mifflin)

9. Sequential Tests of Educational Progress, 1978
   (ETS, Addison-Wesley Testing Service)

10. SRA Achievement Series, 1978
    (Science Research Associates, Inc.)

11. Stanford Achievement Test, 1973
    (Science Research Associates, Inc.)

12. Stanford Diagnostic Math Test, 1976
    (Psychological Corporation)

13. Stanford Diagnostic Reading Test, 1976
    (Psychological Corporation)

14. Stanford Early School Achievement Test, 1969-70
    (Psychological Corporation)

15. Stanford Test of Academic Skills, 1973
    (Psychological Corporation)

16. STS Educational Development Series, 1976
    (Scholastic Testing Service)

17. Tests of Achievement and Proficiency, 1978
    (Houghton-Mifflin)

LIST OF TEST PUBLISHERS

Publisher	Tests
Addison-Wesley Testing Service 2725 Sand Hill Road Menlo Park, CA 94025 Telephone: 415/854-0300	Circus Cooperative Primary Tests Sequential Tests of Educational Progress (STEP)
CTB/McGraw-Hill Del Monte Research Park Monterey, CA 93940 Telephone: 408/649-8400	California Achievement Tests Comprehensive Tests of Basic Skills Diagnostic Mathematics Inventory Prescriptive Reading Inventory
Riverside Publishing Company 1919 South Highland Avenue Lombard, IL 60148 Telephone: 312/629-9700	Gates-MacGinitie Reading Tests Iowa Tests of Basic Skills Nelson Reading Skills Tests Tests of Achievement and Proficiency
Psychological Corporation 757 Third Avenue New York City, NY 10017 Telephone: 212/888-3500	Stanford Achievement Tests Stanford Diagnostic Mathematics Tests Stanford Diagnostic Reading Tests Stanford Early School Achievement Test Tests of Academic Skills (TASK)
Science Research Associates, Inc. 155 North Wacker Drive Chicago, IL 60606 Telephone: 312/984-2195	Iowa Tests of Educational Development SRA Achievement Series
Scholastic Testing Service 480 Meyer Road Bensenville, IL 60106 Telephone: 312/766-7150	STS Educational Development Series

GUIDE TO TEST INFORMATION SUMMARIES FOR TITLE I EVALUATION

To facilitate use of the test summaries for Title I evaluation, a description of the format is presented below:

PAGE 1: TEST IDENTIFICATION AND GENERAL INFORMATION

Test(Series)/Year:

Indicates name of test, battery, or series of test batteries, and year of publication. Note that the test acronym (initials), year of publication, and specific test page summary number appears in the upper right corner.

Forms:

Indicates letters, numbers, or names of alternative test forms, if available.

Publisher/Distributor:

Indicates name of publisher and/or distributor to whom to write for publisher's catalog, which is available upon request. The catalog provides various information about the test(s) including: how to order a specimen set for review purposes; names of test publications; types of scoring services available; and current costs. Publishers' catalogs are usually revised annually and the most recent catalog should be consulted for current information. A list of publishers' addresses is attached.

Source of Information:

Indicates where information included in the test summary was obtained.

Description:

Provides a brief overview of test, battery, or series.

ITEM 1: BASIC TEST INFORMATION (TEST CHART FORMAT)

Name of Subtest and Total Scores Available in Reading, Language Arts, and Mathematics

See first column of chart. Note that only tests and subtests in Reading, Language Arts, and Mathematics are included, although the test battery or series may have tests in other subject areas.

Test Levels and In-Level Norms

A separate column has been provided for each test level. The test levels are arranged consecutively from left to right, beginning with the level for the lowest grade at the left. The specific test level is identified by its designated name, letter, or number, at the top of each column.

In addition, the grades at which the particular test level was standardized, as well as the time of school year when the test was standardized, is indicated. For example, F indicates that the test has empirical Fall norms; M indicates empirical Mid-year norms, and S indicates empirical Spring norms.

Example: Level 1
Level 1-S
Level 2-S

indicates that Level 1 of the test was standardized with grades 1 and 2 pupils and that there are empirical spring norms (norms which directly reflect the test performance of the grade 1 and 2 pupils in the standardization sample). Norms tables developed by the publisher using interpolation (statistical estimation) procedures are not appropriate for use in Title I evaluation.

Number of Test Items

These are indicated in the specific test level columns on the same line as the subtest or total test name.

ITEM 2: KEY ISSUES

These are highlighted facts of information that are particularly timely and/or relevant to Title I evaluators.

The number and type of key issues that have been identified vary with each test. Inasmuch as test summaries are revised periodically, specific key issues may be added or deleted as new information becomes available.

ITEM 3: NORMING

Sampling & Methods

Provides an overview of norming procedures and size of standardization sample, as available. Nationally normed tests are used in Title I evaluation to provide a basis of comparison of the achievement of Title I pupils with the national norm group. Nationally normed tests used with the TIERS models should be fully nationally representative in terms of random sampling and adequate sample size.

Midpoints of Norming Periods

These are provided to assist districts in scheduling test administrations within the required testing period for Model A1. Districts may test two weeks on either side of the midpoint date using the appropriate published norms tables or from two to six weeks on either side of the midpoint date using interpolation procedures.

ITEM 4: OUT-OF-LEVEL TESTING

Expanded Standard Score

An expanded standard score is required for in-level interpretation of out-of-level tests administered for Title I evaluation. An in-level test is one that was developed for a specific grade level and for which empirical norms are available. Pupils whose achievement is lower than expected for their actual grade levels may be tested with an easier test developed for a lower grade, providing the test has an expanded standard score or out-of-level norms which permit in-level interpretation of achievement, as required by TIERS. Out-of-level norms represent the actual performance of the norms group on lower test levels than developed for their actual grades.

Item 4 indicates whether the test has an expanded standard score, the name designated for the expanded standard score (publishers use different names), or whether out-of-level norms are available.

Test Level Selection

Provides publisher's recommendations for testing out-of-level.

ITEM 5: SCORING

Methods

Provides information on whether the tests are hand-scorable, machine scorable, or both.

Scoring Services

Provides an overview of the publisher's scoring services that are particularly relevant to Title I evaluation, such as the availability of NCE scores in the publisher's standard scoring services and the availability of matched pupil pretest/posttest evaluation services.

ITEM 6: SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION

Name of test publication(s) in which norms tables are included

Identifies the publication and names of the specific norms tables used in Title I evaluation.

ITEM 7: SPECIFIC TEST INFORMATION

Identifies specific information needed for Title I evaluation and the various test publications and pages where information can be found for the following:

- Administration Time
- Equating of Test Editions
- Item Objectives or Content Classification
- Norming Sample Description
- Norming Sample Method
- Score Conversion Tables
- Standard Deviation Tables
- Test/Subtests Reliability
- Test/Subtests Validity

ITEM 8: ADDITIONAL COMMENTS

Miscellaneous information not included elsewhere in the test summary which is relevant to Title I evaluation.

Summary Test Information for Title I Evaluation*

Test(Series)/Year: CALIFORNIA ACHIEVEMENT TEST, 1977-78 **Forms:** C & D

Publisher/Distributor: CTB/McGraw Hill **Author:** CTB/McGraw Hill Test Development Staff

Source of Information: Publisher's response, test publications--see Item 7.

Description: Achievement test battery designed to measure knowledge of understanding in Reading, Mathematics, Language, Spelling, and Reference Skills. Levels 10-12 are available in Form C only.

1. BASIC TEST INFORMATION:

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS									
	LEVEL 10 Ka.-F	LEVEL 11 Ka.-S Gr.1-F,S	LEVEL 12 Gr.1-S Gr.2-F,S	LEVEL 13 Gr.2-S Gr.3-F,S	LEVEL 14 Gr.3-S Gr.4-F,S	LEVEL 15 Gr.4-S Gr.5-F,S	LEVEL 16 Gr.5-S Gr.6-F,S	LEVEL 17 Gr.6-S Gr.7-F,S	LEVEL 18 Gr.7-S Gr.8&9-F,S	LEVEL 19 Gr.9-S;Gr.10, 11&12-F,S
READING	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*
Listening for Information	16	-	-	-	-	-	-	-	-	-
Letter Sounds	21	-	-	-	-	-	-	-	-	-
Letter Forms	18	-	-	-	-	-	-	-	-	-
Letter Names	19	-	-	-	-	-	-	-	-	-
Total Alphabet Skills	*37*	-	-	-	-	-	-	-	-	-
Visual Discrimination	18	-	-	-	-	-	-	-	-	-
Sound Matching	28	-	-	-	-	-	-	-	-	-
Total Auditory and Visual Discrimination	*46*	-	-	-	-	-	-	-	-	-
Phonic Analysis	-	25	25	20	-	-	-	-	-	-
Structural Analysis	-	-	11	11	-	-	-	-	-	-
Vocabulary	-	15	15	15	30	30	30	30	30	30
Comprehension	-	20	20	27	40	40	40	40	40	40
Total Prereading	*120*	-	-	-	-	-	-	-	-	-
Total Reading	-	*60*	*71*	*73*	*70*	*70*	*70*	*70*	*70*	*70*
LANGUAGE ARTS										
Language Expression	-	20	20	26	38	38	38	38	38	38
Language Mechanics	-	-	20	20	25	25	25	25	25	25
Total Language Arts	-	-	*40*	*46*	*63*	*63*	*63*	*63*	*63*	*63*
Spelling	-	-	20	20	20	20	20	20	20	20
Reference Skills	-	-	-	-	25	25	25	25	25	25
MATHEMATICS										
Mathematics	26	-	-	-	-	-	-	-	-	-
Computation	-	20	26	40	40	40	40	40	40	40
Concepts & Application	-	36	40	45	45	45	45	45	45	45
Total Mathematics	-	*56*	*66*	*85*	*85*	*85*	*85*	*85*	*85*	*85*

*Based on information available January 4, 1980

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2. KEY ISSUES:

Norms Tables

—Are included in three different types of documents: published Norms Booklets, published Supplementary Norms Tables Manuals, and unpublished computer-generated norms tables.

Norm-Referenced Quarter Months (QMs)

—The publisher has divided the ten months of the school year into 40 Quarter Months.

—The empirical quarter months are the first week in November (QM 8) and the first week in May (QM 32).

—The publisher has provided Title I evaluators with Quarter Month norms tables that are interpolated within the compliance period—from 2-6 Quarter Months on either side of the empirical quarter month.

—A chart listing all Quarter Months for which norms tables are available and their equivalent calendar dates are listed below:

Calendar Dates	Quarter Month (QM) Table to Use:
Sept. 16-22	QM 2
" 23-30	QM 3
Oct. 1-7	QM 4
" 8-15	QM 5
" 16-23	QM 8
" 24-31	QM 8
Nov. 1-7	Week of Standardization, use QM 8
" 8-15	QM 8
" 16-22	QM 3
" 23-30	QM 11
Dec. 1-7	QM 12
" 8-15	QM 13
" 16-23	QM 14
Mar. 16-23	QM 26
" 24-31	QM 27
April 1-7	QM 28
" 8-15	QM 29
" 16-22	QM 32
" 23-30	QM 32
May 1-7	Week of Standardization, use QM 32
" 8-15	QM 32
" 16-23	QM 32
" 24-31	QM 35
June 1-7	QM 36
" 8-15	QM 37
" 16-22	QM 38

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2. KEY ISSUES: (continued)

Published Norms Books

—The original norms books contain raw score to scale score and raw score to percentile rank and stanine score conversion tables.

—Norms were interpolated to the first week of October for fall, the first week of January for midyear, and the first week of April for spring.

—Fall and spring norms fall within the compliance period; midyear norms do not.

—If using the fall and spring norms in the original norms books, testing should be scheduled during October 1-7 (Quarter Month 4) and April 1-7 (Quarter Month 28).

Supplementary Norms Tables Manuals

—Separate manuals provide scale score to percentile rank (SS-PR) score conversion tables in computer-generated format for Fall, Early Spring, and Late Spring.

—Separate manuals provide scale score to NCE (SS-NCE) score conversion tables in computer-generated format for Fall, Early Spring, and Late Spring.

—Fall Manuals include tables for the following Quarter Months: 2, 3, 5, and 8.

—Early Spring Manuals include tables for the following Quarter Months: 26, 27, and 29.

—Late Spring Manuals include tables for the following Quarter Months: 32, 35, 36, and 37.

Unpublished Computer-Generated Norms Tables

—Additional unpublished score conversion tables (SS-PR and SS-NCE) are available from the publisher upon request only for the following Quarter Months: 4 and 28.

—The publisher also plans to make available upon request only, SS-PR and SS-NCE score conversion tables for the following additional Quarter Months: 11, 12, 13, 14, and 38.

Scheduling Test Administrations

—Districts should carefully select test administration dates to coincide with calendar dates that correspond to specific Quarter Months norms tables, as appropriate.

2. KEY ISSUES: (continued)

Publisher's Scoring Service

—For 1978-79, tests were machine scored using the interpolated norms for October and April. Other interpolated norms were available only if the Evaluator's Summary was requested as a special option--see Item 7.

—Interpolated norms will be available through the regular scoring service in 1979-80.

—Districts need to request specific Quarter Month norms, depending on when they tested. For example, request QM 5 norms if tests were administered from October 8-15 (see table in Item 2).

Locator Tests

—Two Locator Tests available--see Item 7.

Test Administration

—More than one level may be administered at one session--see Item 7.

3. NORMING:

Sampling & Methods

—National probability sample representative of students in grades K-12 (N=189,012; grade range 6,376 to 26,684).

Midpoints of Norming Periods

—Fall: November 3 for grades K-12 (Levels 10-19).

—Spring: May 4 for grades K-12 (Levels 11-19).

—Caution: Districts should carefully select administration dates to coincide with calendar dates that correspond to specific Quarter Month norms tables, as appropriate.

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

—Name of expanded standard score is Obtained Scale Score (OSS).

Test Level Selection

—The publisher has advised that districts may test two levels out-of-level using the expanded standard score.

Locator Test Available

—See Item 7.

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5. SCORING:

Methods

—Hand & Machine.

—When ordering scoring services or planning for hand scoring, select the proper Quarter Month designation for date of testing.

Scoring Services

—Special Title I Scoring Services include: (1) pre-post matching of pupils, (2) Evaluator's summary, (3) in-level percentiles for out-of-level test administrations, and (4) NCE scores.

—1978-79: Interpolated norms were available only if the Evaluator's Summary was requested as a special option. Otherwise, tests were machine-scored using the interpolated October and April norms. Districts which tested two weeks from the empirical midpoint reference dates and received interpolated norms could convert the mean scale score to the corresponding empirical percentile rank and/or NCE, using the appropriate supplementary norms table. Districts with special problems relevant to the scoring services should consult their regional CTB/McGraw-Hill consultant.

—1979-80: The publisher indicated that interpolated norms will be available through the regular scoring service in 1979-80. It is necessary for districts to request the specific Quarter Month norms.

6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

Published Norms Booklets (one for each test level)

—Raw Score to Scale Score.

—Raw Score to Percentile Rank and Stanine.

Supplementary Norms Tables Manuals

—Fall: Scale Score to Percentile Rank (separate table for each grade for Quarter Months 2, 3, 5, and 8).

—Fall: Scale Score to NCE (separate table for each grade and Quarter Months 2, 3, 5, and 8).

—Early Spring: Scale Score to Percentile Rank (separate table for each grade and Quarter Months 26, 27, and 29).

—Early Spring: Scale Score to NCE (separate table for each grade and Quarter Months: 26, 27, and 29).

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Supplementary Norms Tables Manuals (continued)

—Late Spring: Scale Score to Percentile (separate table for each grade for Quarter Months 32, 35, 36, and 37).

—Late Spring: Scale Score to NCE (separate table for each grade for Quarter Months 32, 35, 36, and 37).

Unpublished Computer-Generated Norms Tables

—Scale Score to Percentile Rank (separate table for each grade and Quarter Months 4, 11, 12, 13, 14, and 28).

—Scale Score to NCE (separate table for each grade and Quarter Months 4, 11, 12, 13, 14, and 28).

7. TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	Test Coordinator's Handbook: pp. 3-7; Technical Bulletin No. 1: pp. 3-6.
Equating CAT/A and CAT/C	Technical Bulletin No. 1: pp. 24-30.
Equating CAT/C and CAT/D	Technical Bulletin No. 1: pp. 53-59.
Item Objectives or Content Classification	Test Coordinator's Handbook: pp. 23-26; Test Information Bulletin: pp. 7-9.
Norming Sample Description	Test Coordinator's Handbook: pp. 15-20; Technical Bulletin No. 1: pp. 60-66.
Norming Sampling Method	Test Coordinator's Handbook: pp. 15-20; Technical Bulletin No. 1: pp. 53-59.
Score Conversion Tables	Norms booklets (one for each level); Supplementary Norms Tables--see Item 3.
Standard Deviation Tables	Not available - not used in reporting procedures.
Test/Subtests Reliability	Technical Bulletin No. 1: pp. 111-138.
Test/Subtests Validity	Technical Bulletin No. 1: pp. 7-52.

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8. ADDITIONAL COMMENTS:

Practice Tests.

—Three practice tests are available corresponding to Levels 10-16.

Locator Tests.

—There are two Locator Tests: Locator Test 1 for grades 1-6; Locator Test 2 for grades 6-12. Each test consists of 20 reading vocabulary items and 20 mathematics items and provides only a total combined raw score (40). The pupil's total raw score is used to determine appropriate test level. (See "Directions, Locator Test 1 and 2, Forms C and D.") Data to distinguish between Levels 11 and 12 are not yet available.

—Districts may experience a problem in pupil selection for only a math or reading Title I project. One suggested approach is to administer only the vocabulary or math portion of the Locator Test and double the value of the total raw score. Results should be verified by teacher judgement.

Test Administration.

—The uniform format and instructions for Levels 14-19 make it possible to administer two different levels of a test in the same testing period. Levels 11-13 cannot be administered together.

Equating CAT, 1970 (Form A) and CAT, 1977 (Form C).

—Publisher has available two sets of tables, one listing CAT/A scale scores corresponding to CAT/A raw scores and their equivalent CAT/C scale score, and the other relating CAT/C to CAT/A in the same way.

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Summary Test Information for Title I Evaluation*

Test(Series)/Year: CIRCUS, 1972-79 **Forms:** X & Y--see Item 2

Publisher/Distributor: Addison-Wesley Publishing Company **Author:** Educational Testing Service

Source of Information: Publisher's 1978-79 Catalog, publisher's response, test publications--see Item 7.

Description: CIRCUS comprises first four test levels of Sequential Tests of Educational Progress (STEP), Series III. CIRCUS Levels C and D are related through content and a common standard scale score to CIRCUS Levels A and B and to some measures in STEP III--see Item 4.

1. BASIC TEST INFORMATION:

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS			
	LEVEL A Prepa.-M No. - F	LEVEL B No.-S Gr. 1-F	LEVEL C Gr. 1-S Gr. 2-F	LEVEL D Gr. 2-S Gr. 3-F
READING	*Items*	*Items*	*Items*	*Items*
Word Puzzles/Prereading	-	39	-	-
Sounds of Words**	-	-	6	-
Consonants*	-	-	8	9
Whole Words*	-	-	24	21
Phonetic Analysis	-	*39*	*38*	*30*
Vocabulary*	-	-	16	12
Comprehension*	-	-	29	30
(Total) Reading	-	*39*	*45*	*42*
LANGUAGE ARTS				
Listen to the Story/Listening	25	38	40	40
Writing Skills:				
Spelling*	-	-	-	11
Word Structure*	-	-	-	21
Capitalization & Punctuation*	-	-	-	11
Writing Skills	-	-	-	*43*
Total Language Arts	-	-	-	-

Note: Word Puzzles/Prereading is scaled to both Phonetic Analysis and reading.

* Domain scores are available--see Item 2; expanded standard scores are not available for domains.

** Sounds of Words is not a separate domain or norm-referenced score, but items are included in the Phonetic Analysis score.

(Continued)

*Based on information available December 28, 1979.

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1. BASIC TEST INFORMATION (continued)

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS			
	LEVEL A Prekin.-M Kn. - F	LEVEL B Kn.-S Gr. 1-F	LEVEL C Gr. 1-6 Gr. 2-F	LEVEL D Gr. 2-6 Gr. 3-F
MATHEMATICS				
How Much and How Many	40	38	-	-
Computation*		-	10	12
Numerical & Mathematical Concept*	-	-	15	14
Relational Concepts*	-	-	15	14
Mathematics	40	38	40	40

* Domain scores are available—see Item 2; expanded standard scores are not available for domains.

** Sounds of Words is not a separate domain or norm-referenced score, but items are included in the Phonetic Analysis score.

2. KEY ISSUES:

Test Forms

—Only one form is available for Levels A and B; parallel forms X and Y are available for Levels C and D for the Basic Assessment Tests (Reading, Mathematics, Writing Skills, and Listening).

Test Administration

—Can be administered individually or in groups.

Scores Available

—A variety of scores are available for CIRCUS. They include raw scores, standard scores, percentile ranks, percentile bands, stanines, grade level indicators, domain scores, and verbal reports.

—Scoring for Levels A and B emphasize verbal reports: pupil performance is expressed both in general verbal categories and in sentence reports.

—Grade Level Indicators (GLIs) are available for Levels C and D Basic Assessment Tests (Reading, Mathematics, Writing Skills, and Listening) —see Item 8.

—Domain scores are based on subscales of items within the total tests. They are reported by percentile ranks and stanines, indicating the standing of the child in relation to the national sample. Domain stanines of 7, 8, or 9 indicate above average performance, stanines 4, 5, or 6 indicate average performance, and stanines 1, 2, or 3 indicate below average performance. A pupil's raw score can also be compared with national and local performance in terms of the percentage of items answered correctly.

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3. NORMING:

Sampling & Methods

—National probability sample representative of pupils in prekindergarten to grade 3. Level A was normed in 1972-73 (N=1,006 pupils in nursery and 1,979 pupils in kindergarten in 145 preprimary centers.) Level B was normed in fall of 1975 (N=6,394 grade 1 pupils in 107 schools) and in spring of 1977. Levels C and D were normed in 1976-77 (Fall: Level C=4,618 grade 2 pupils in 229 schools and Level D=5,011 grade 3 pupils in 241 schools; Spring: Level C=5,174 grade 1 pupils in 205 schools and Levels D=5,278 grade 2 pupils in 207 schools).

Midpoints of Norming Periods

—Fall: October 15 for Grades K-3 (Levels A-D).

—Midyear: January 15 for Prekindergarten (Nursery School) Level A only.

—Spring: May 10 for Grades K-2 (Levels B, C, and D only).

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

—Name of expanded standard score is "Standard Score."

Test Level Selection

—Testing more than one level out-of-level is not recommended by the publisher.

Use of Circus and Step III

—Continuous coordinated assessment with CIRCUS through test content and the expanded standard score is available through the administration of tests listed below:

CIRCUS				STEP III
A	B	C	D	E-J
	Word Puzzles (Prereading)	Reading	Reading	Reading
	Word Puzzles (Prereading)	Phonetic Analysis	Phonetic Analysis	
Listen to the Story	Listen to the Story	Listening	Listening	Listening
How Much & How Many	How Much & How Many	Mathematics	Mathematics	Math Basic Concepts & Math Computation
			Writing Skills	Writing Skills

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5. SCORING:

Method

—Levels A and B: Hand & Machine. Booklet scoring service is available for most subtests; all subtests except "Make A Tree" can be machine scored after pupil responses are transcribed to machine readable answer sheets.

—Levels C and D: Hand and Machine.

Scoring Services

—Scoring services for Levels A and B emphasize verbal reports: pupil performance is expressed in both general verbal categories and in sentence reports.

—NCE Scores are available only in the optional pretest/posttest scoring service available for Levels C and D. This service provides matching of pupils for fall-to-spring or year-to-year evaluations. Arrangements for use of this service should be made when pretest material is sent to the ETS scoring center. The Pretest/Posttest Report includes grade level indicators (for the basic tests), national percentile ranks, standard score, and normal curve equivalent scores. Also, anticipated posttest performance is indicated as an expected range of scores which is based on the national population performance.

6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

CIRCUS A-D Individual Norms Tables

—Individual Norms: [Name] Test-Fall and Spring-Grade Range (Standard score/percentile ranks/stanine/grade level indicator-GLI).

Note: GLI scores are included on Levels C and D norms tables. Scores for Levels A and B are listed in one table; scores for Levels C and D, Forms X and Y, are listed in one table.

STEP Individual Norms Tables (CIRCUS C and D Basic Assessment, STEP III SCAT III, End-of-Course Tests

—Individual Norms: [Name] Test- Fall and Spring-Grade Range (Standard score/percentile ranks/stanine/grade level indicator-GLI).

Note: Same table includes both Levels C and D, Forms X and Y.

7. TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	User's Guide (one for each test for both Levels A and B); one for both Levels C and D tests (in publication).
Equating STEP II and Cooperative Primary Tests to STEP III and CIRCUS	STEP Manual and Technical Report-Preliminary, 1979: p.79; Tables, "Scaled Scores Comparable to Standard Scores," are available from publisher. These tables include "Cooperative Primary Scores Comparable to CIRCUS" and "STEP II Scores Comparable to Step III."
Item Objectives or Content Classification	Publication, "STEP Test Development and Content Description"; User's Guide (one for each test for both Levels A and B; one for both Levels C and D tests in publication).
Norming Sample Description	CIRCUS Levels A and B: Manual and Technical Report, Teacher's Edition, 1976: pp.9-21; CIRCUS Levels C and D: Manual and Technical Report, Preliminary Version, 1979: pp.64-85.
Norming Sample Method	CIRCUS Levels A and B Manual and Technical Report, Teacher's Edition, 1976: pp.9-10, 14-15; CIRCUS Levels C and D-Manual and Technical Report, Preliminary Version, 1979: pp.64-85.
Score Conversion Tables	CIRCUS Levels A-D Individual Norms Tables; STEP Individual Norms Tables (Circus C and D Basic Assessment, STEP III, SCAT III, End-of-Course Tests); CIRCUS C and D User's Guide, Basic Assessment, Preliminary Edition (provides domain scores).
Standard Deviation Tables	CIRCUS A and B Manual and Technical Report, Teacher's Edition, 1976: pp.23, 24; CIRCUS C and D Manual and Technical Report, Final Version, 1980 (in publication).
Test/Subtests Reliability	CIRCUS C and D Manual and Technical Report, Preliminary Version, 1979: pp. 88 ff.
Test/Subtests Validity	CIRCUS A and B Manual and Technical Report, Teacher's Edition, 1976: pp.45 ff; CIRCUS C and D Manual and Technical Report, Preliminary Version, 1979: pp.94 ff.

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8. ADDITIONAL COMMENTS:

Cooperative Primary Scaled Scores Comparable to CIRCUS STANDARD SCORES

—Comparable scores are available for the following subtests:

COOP	CIRCUS
Reading	Reading
Writing	Writing Skills
Mathematics	Mathematics
Word Analysis	Word Puzzles and Phonetic Analysis
Listening	Listening

Grade Level Indicator (GLI)

—The GLI is a grade level score based on actual test administrations in grades at, below, and above the grade for which the test is targeted. GLI ranges are restricted to the highest and lowest grades and months at which a test was normed; no score is extrapolated above the highest norming point or below the lowest. A GLI of 2.9 means that a pupil is scoring like second graders at the end of the school year on a test that measures second grade curriculum.

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Summary Test Information for Title I Evaluation*

Test(Series)/Year: GATES-MACGINITIE READING TESTS, 1978 Forms: 1, 2, 3

Publisher/Distributor: Riverside Publishing Company, Division of Houghton Mifflin Author: W. H. MacGinitie

Source of Information: Publisher's and author's response, test publications--see Item 7.

Description: Survey achievement test in reading.

1. BASIC TEST INFORMATION:

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS						
	BASIC R Gr. 1-F, S	LEVEL A Gr. 1-M, S	LEVEL B Gr. 2-F, S	LEVEL C Gr. 3-F, S	LEVEL D Gr. 4, 5 & 6-F, S	LEVEL E Gr. 7, 8 & 9-F, S	LEVEL F Gr. 10-F, S Gr. 11 & 12-S
	SUPPLEMENTARY OUT-OF-LEVEL NORMS*						
	Gr. 2-F,S	Gr. 2-F, S	Gr. 3-F,S	Gr. 4-F,S	Gr. 7-F,S	Gr. 10-F, S	
	ADDITIONAL SUPPLEMENTARY OUT-OF-LEVEL NORMS**						
			Gr. 1-M, S	Gr. 2,5 & 6-F, S	Gr. 3,8 & 9-F, S	Gr. 4,5, 6, 11 & 12-F, S	Gr. 7,8,9-F, S
READING	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*
+Letter Sounds	10	-	-	-	-	-	-
+Vocabulary	12	-	-	-	-	-	-
+Letter Recognition	9	-	-	-	-	-	-
+Comprehension	8	-	-	-	-	-	-
++Miscellaneous	15	-	-	-	-	-	-
Total Basic Reading	*54*	-	-	-	-	-	-
Vocabulary	-	45	45	45	45	45	45
Comprehension	-	40	40	44	43	43	43
Total Reading	-	*85*	*85*	*89*	*88*	*88*	*88*

*Tables in Teacher's Manual

**Tables in separate publication, "Supplementary Out-of-Level Norms."

+Normative information about Reading subtest scores is given descriptively (high, average, low).

++Subtest score not available.

*Based on information available January 25, 1980 .

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2. KEY ISSUES:

Equating First Edition (1964-69) to Second Edition (1978)

—Not available.

—The table, "Conversion of NCEs to the Standard Scores (T-Scores) of the First Edition," which appears in the Teacher's Manual, was constructed across all grades rather than by grade only. This table is not appropriate for linking the Second Edition (1978) to the First Edition (1964-69) of the Gates MacGinitie Reading Tests.

Standard and Expanded Standard Scores

—The 1978 test edition has both a standard score and an expanded standard score.

—The NCE was adopted as the standard (not expanded standard) score and ranges from 1 to 107 NCEs—see Item 8. Caution: for Title I evaluation, each NCE score ranging from 99-107 should be reported as an NCE of 99.

—The name of the expanded standard score is the "extended scale score."

Use of NCEs in Norms Tables and Scoring Service

—The publisher has reported that all percentile rank (PR) scores have been entered into the scoring program to the nearest tenth of a PR. Thus, the NCEs that are printed are accurate. For example, a PR of 1.1 corresponds to an NCE of 2 even though the PR is listed on the score report or norms table as 1.

Test Administration

—Test levels that can be administered in the same classroom include Levels A and B or Levels D, E, and F.

Basic Level R

—A new test level designed for first graders. Supplementary out-of-level norms are available for grade 2—see Item 1. However, Basic R does not have an expanded standard score and should not be used out-of-level beyond grade 2.

Out-of-Level Testing

—Gates-MacGinitie Reading Tests, 1978 edition, have out-of-level norms (see Item I) as well as an expanded standard score.

Level F

—Empirical fall norms are not available for grades 11 and 12.

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3. NORMING:

Sampling & Methods

—National probability sample representative of students in grades K-12 (N=65,000 in each standardization testing: grade range=2,400 - 6,000).

Midpoints of Norming Periods

—Fall: October 15 for grade 1 (Basic R) and grades 2-10 (Levels B-F)

—Midyear: February 15 for grade 1 (Level A).

—Spring: May 15 for grades 1-12 (Basic R and Levels A-F))

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

—Name of expanded standard score is "Extended Scale Score (ESS)."

Test Level Selection

—Empirical out-of-level norms tables make it possible to test one or more test levels below grade level as appropriate--see Item 1.

5. SCORING:

Method

—Hand & Machine.

—Booklets for Basic R and Levels A, B, and C are available in hand or machine scorable versions. Booklets for Levels D, E, and F may be used with answer sheets or may be hand scored. Self-scoring answer sheets are also available.

Scoring Services

—Basic service includes the Individual Student Score Report which provides raw score, number of items attempted, grade equivalent, national percentile rank, stanine, normal curve equivalent, and extended scale score for Vocabulary, Comprehension, and Total Reading.

—Optional services include the List Report which provides class, school, and district averages.

—Optional Evaluation Service includes: (1) means and standard deviations for matched pretest-posttest scores, pretest only scores, and posttest only scores; (2) correlations, t-tests, and joint frequency distributions for pretest-posttest scores; and (3) scores include raw scores, grade equivalent scores, and NCE scores.

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6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

Teacher's Manual (one for each test level)

—Vocabulary (Raw Score/Stanine/NCE/PR/GE/ESS)—separate table for each form.

—Comprehension (Raw Score/Stanine/NCE/PR/GE/ESS)—separate table for each form.

—Total [Reading] (Raw Score/Stanine/NCE/PR/GE/ESS)—separate table for each form.

—Caution: The Gates NCE (Normal Curve Equivalent) score is a standard score only and does not span across all test levels. The ESS (Extended Scale Score) is the ITBS expanded standard score.

Supplementary Out-of-Level Norms Tables Not Included in Teacher's Manuals - Levels B, C, D, E, and F

—Same format as norms tables in Teacher's Manuals.

7. TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	Teacher's Manual (one for each test level)
Item Objectives or Content Classification	Content Blueprints (for Comprehension only) in Teacher's Manuals.
Item Norms	Technical Manual (in preparation).
Norming Sample Description	Teacher's Manuals-Basic R: p.69; Level A: p.27; Levels B and C: p.57 Levels D-F: p.59.
Norming Sampling Method	Teacher's Manuals-Basic R: p.69; Level A: p.51; Levels B and C: p.57; Levels D-F: p.59.
Score Conversion Tables	Teacher's Manuals-Basic R: pp.72-74; Level A: pp.54-61; Level B: pp.60-62, 68; Level C: pp.60-68; Level D: pp.62-86; Level E: pp.62-86; Level F: pp.62-78.
Standard Deviation Tables	Not yet available.
Test/Subtests Reliability	Teacher's Manuals-Basic R: pp.48 & 70; Level A: pp.30, 52; Level B: pp.30 & 58; Level C: pp.32 & 57; Level D: pp.40 & 60; Level E: pp.38 & 60; Level F: pp.38 & 60.
Test/Subtests Validity	Teacher's Manuals-Basic R: p.45; Levels A and B: p.27; Level C: p.29; Level D: p.37; Levels E and F: p.35.

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8. ADDITIONAL COMMENTS:

Practice Items in Test Booklets

—Each test is produced in a 12-page booklet. The Basic R test includes practice items that introduce new types of items as they occur during the test. All other test levels have a practice page that pupils work through with the teacher before the actual test is begun.

Standard Score

—The NCE was adopted as the standard (not expanded) score for the 1978 edition of the Gates MacGinitie Reading Tests.

—The NCE scores in the norms tables range from 1-107.

—The publisher chose not to truncate the NCE scale at 99 "out of a sense of fairness to students who score at the high end of the raw score scale." The NCE scores above 99 were obtained by multiplying the z-score equivalent of a given score under the standard normal curve by 21.06 and then adding 50 to the result. For a PR of 99.5, the equivalent NCE is (2.575 X 21.06 + 50 = 104.2 = 104).

—The publisher chose to truncate the NCE scores at 1 to avoid negative NCE values.

—The publisher has indicated that because NCE scores are truncated at 1, it is appropriate to truncate the NCEs at 99, if NCE averages are being calculated for Title I purposes.

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Summary Test Information for Title I Evaluation*

Test(Series)/Year: IOWA TESTS OF BASIC SKILLS, 1978 **Forms:** 7 & 8

Publisher/Distributor: Riverside Publishing Company, Division of Houghton Mifflin **Authors:** A. N. Hieronymus, E. F. Lindquist & H. D. Hoover

Source of Information: Publisher' response, 1978 Catalog, test publications--see Item 7.

Description: A new test edition designed to provide comprehensive assessment of student achievement in important areas of basic skills. Normed concurrently with Tests of Achievement and Proficiency, Form T, 1978, and the Cognitive Abilities Test, Form 3, 1978.

1. **BASIC TEST INFORMATION:**

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS									
	EARLY PRIMARY 5 Kn.-F, S Gr. 1-F	EARLY PRIMARY 6 Kn.-S, Gr.1-F, S	PRIMARY 7 Gr. 1-S, Gr.2-F, S	PRIMARY 8 Gr. 2-S Gr. 3-F,S	LEVEL 9 Gr.3-F, S	LEVEL 10 Gr.4-F, S	LEVEL 11 Gr. 5-F, S	LEVEL 12 Gr. 6-F, S	LEVEL 13 Gr. 7-F, S	LEVEL 14 Gr. 8 & 9-F, S
READING	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*
LI:Listening	31	31	32	32	-	-	-	-	-	-
WA:Word Analysis	35	35	49	57	-	-	-	-	-	-
V:Vocabulary	29	29	30	30	30	36	39	42	43	44
R:Reading	-	70	66	67	44	49	54	56	57	58
Total Reading	-	-	-	-	-	-	-	-	-	-
LANGUAGE ARTS										
L:Language	29	27	-	-	-	-	-	-	-	-
L-1:Spelling	-	-	27	29	30	36	40	42	43	44
L-2:Capitalization	-	-	66	75	28	29	30	30	31	32
L-3:Punctuation	-	-	50	68	28	29	30	30	31	32
L-4:Usage	-	-	24	23	27	29	30	30	31	32
Total Language Skills	-	-	*167*	*195*	*113*	*123*	*130*	*132*	*136*	*140*
W-1:Visual Materials	-	-	29	32	36	40	46	49	52	[illegible]
W-2:Reference Materials	-	-	23	38	37	44	45	46	47	48
Total Work Study Skills	-	-	*92*	*70*	*73*	*84*	*91*	*95*	*99*	*102*
MATHEMATICS										
M:Mathematics	33	33	-	-	-	-	-	-	-	-
M-1:Concepts	-	-	33	36	28	32	37	40	42	44
M-2:Problem-Solving	-	-	22	24	23	25	27	29	30	32
M-3:Computation	-	-	26	28	39	42	45	45	45	45
Total Mathematics	-	-	*81*	*88*	*90*	*99*	*109*	*114*	*117*	*121*

§Basic Edition Tests

*Based on information available February 14, 1980.

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2. KEY ISSUES:

Norms Tables

—Teacher's Guide (Publication No. 9-68070) includes Raw Score to Grade Equivalent conversion tables and Grade Equivalent to Percentile Rank conversion tables for Levels 9-14 (Multilevel Edition). Information concerning availability of Teacher's Guide for Early Primary/Primary Editions will be announced in early February.

—Additional unpublished norms tables are available from the publisher—see Item 6.

—"NCE Norms for Primary and Multilevel Batteries (Publication No. 9-6811 is available. The document provides Grade Equivalents to NCEs as well as standard scores to NCEs for kindergarten through grade 9 for all test levels, both fall and spring.

Expanded Standard Score

—Continuous with TAP, 1978, Form T—see Item 4.

—Was developed differently on the 1978 edition than on the 1971 edition. The expanded standard score on the 1978 edition has the following characteristics: (1) it ranges from approximately 15-275 across grades K-12; (2) it has two anchor points—a mean of 100 in fall grade 3 and a mean of 160 in fall grade 8; and (3) all within grade distributions are normal.

—The expanded standard score on the 1971 edition was developed by fixing the mean in one grade and using a standard deviation. The expanded standard score was assigned a mean of 80 and a standard deviation of 20.

Use of NCEs in Scoring Service

—The publisher has reported that all percentile rank (PR) scores have been entered into the scoring program to the nearest tenth of a PR. Thus, the NCEs that are printed are accurate. For example, a PR of 1.1 corresponds to an NCE of 2, even though the PR is listed on the score report as 1.

Early Primary Battery and Primary Battery (Levels 5-8)

—Available in Form 7 only.

3. NORMING:

Sampling & Methods

—National probability sample representative of pupils in kindergarten through grade 9. Approximate number of pupils in each grade was 3,000 in fall and 8,000 in spring for Primary Battery Levels 5-8 and 16,000 in fall and 3,000 in spring for Multilevel Battery Levels 9-14.

3. NORMING: (continued)

Test Administration

—Uniform directions and time limits allow simultaneous administration of more than one level within the same classroom. Score reporting services also accommodate large-scale individualized testing.

Midpoints of Norming Periods

—Fall: October 28 for Primary Battery (grades K-3).
October 30 for Multilevel Battery (grades 3-9).

—Spring: May 2 for Primary Battery (grades K-3).
April 28 for Multilevel Battery (grades 3-9).

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

—Name of expanded standard score is "Standard Score."

Test Level Selection

—The publisher suggests that functional level tests may be administered one or more levels out-of-level, as appropriate.

—The expanded standard scores on the ITBS, 1978, are continuous with those of TAP, 1978, Form T, on the following tests:

ITBS	TAP
Reading	Reading
Mathematics Total	Mathematics
Language Skills Total	Written Expression
Total Work-Study Skills	Use of Sources Information

5. SCORING:

Method

—Hand & Machine.

Scoring Services

—Standard Service includes the List report which provides for each pupil a main score (standard score or grade equivalent), national percentile rank, and stanine. Raw Score, NCE, and other scores are optional. List Report provides class, building, and district averages.

—Optional services include the Comprehensive Pupil Report which reports all scores (RS, SS, GE, PR, Stanine, and NCE).

(continued)

Scoring Services (continued)

—Optional Evaluation Service includes (1) means and standard deviations for matched pretest-posttest scores, pretest only scores, and posttest only scores; (2) correlations, t-tests, and joint frequency distributions for pretest-posttest scores, and (3) scores include raw scores, grade equivalent scores, and NCE scores for three subtests. Report will not include raw score averages if pupils in same Title I group were tested with both in-level and out-of-level tests.

6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

Teacher's Guide-Multilevel Edition (Publication No. 9-68070)

—Grade-Equivalent Conversion Tables (raw score to grade equivalent: separate table for each level and form).

—Beginning of Year (Before Dec. 1/Fall) Percentile Norms for ___ Grade Pupils (grade equivalent scores to percentile norms--separate table for each grade).

—End of Year (Mar. 1 or after/Spring) Percentile Norms for ___ Grade Pupils (grade equivalent scores to percentile norms--separate table for each grade).

Normal Curve Equivalent (NCE) Norms-Primary and Multilevel Batteries-Kindergarten to Grade 9 (Publication Number 9-68111)

—Grade Equivalents to Normal Curve Equivalents (separate table by grade for fall or spring, and test battery).

—Standard Scores to Normal Curve Equivalents (separate table by grade for fall or spring, and test battery).

Preliminary Norms Tables

—Unpublished norms tables have been made available by the publisher. These tables which are subject to revision include:

Battery:	Conversion Tables	Form	Level	Grade	Norms
Primary/Early Primary	RS-GE/GE-PR	7	5-8	K-3	Fall, Spring
Primary	RS-GE	7	7 & 8	-	-
Primary	GE-PR	7	-	1,2	Spring, Fall
Multi-Level	RS-SS	7	9-14	-	-
Multi-Level	RS-SS	8	9-14	-	-
Multi-Level	SS-PR	7 & 8	-	3-9	Spring, Fall
Primary/Early Primary	RS-SS	7	5-8	-	-
Primary/Early Primary	SS-PR	7	-	K-2	Fall, Spring
Primary/Early Primary	SS-PR	7	-	3,4	Spring

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7. TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	Teacher's Guide: p.1.
Equating ITBS 1971 & 1978 Editions	Tables available from publisher on request.
Item Objectives or Content Classification	Teacher's Guide: pp.31-53.
Item Norms	Item Norms Booklets (one for each level).
Norming Sample Description	Preliminary Technical Summary, Second Edition: pp.6, 26-29.
Norming Sampling Method	Preliminary Technical Summary, Second Edition: pp.4-9.
Score Conversion Tables	Teacher's Guide (Multilevel Edition); Preliminary Norms Tables (available from publisher on request); and NCE Norms for Primary and Multilevel Batteries.
Standard Deviation Tables	Available from publisher on request; Preliminary Technical Summary, Second Edition: p.11
Test/Subtests Reliability	Teacher's Guide: p.2; Preliminary Technical Summary, Second Edition: pp.10-12.
Test/Subtests Validity	Teacher's Guide: p.2; Preliminary Technical Summary, Second Edition: pp.12-15.

8. ADDITIONAL COMMENTS:

Equating ITBS 1971-1978

—Tables available include raw score conversions, Forms 5 and 6 (1971), to 1978 (Forms 7 and 8) grade equivalents. The tables were established by equating raw score distributions for Forms 5 and 6 to Forms 7 and 8 in the 1977-78 equating program. The tables are organized by test form number and grade.

—Grade equivalent score conversion tables for the 1971 and 1978 editions of the ITBS are also available from the publisher.

—The publisher has not yet reached a final decision about whether 1971 and 1978 Standard Score conversion tables will be made available.

—The schedule for publication of the printed booklet containing ITBS 1971-1978 norms comparisons has not been finalized.

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Summary Test Information for Title I Evaluation*

Test(Series)/Year: IOWA TESTS OF EDUCATIONAL DEVELOPMENT, 1971 Forms: X-5 & Y-5

Publisher/Distributor: Science Research Associates, Inc. Authors: E. F. Lindquist and L.S. Feldt

Source of Information: Publisher's response, test publications--see Item 7.

Description: Measures achievement in basic curriculum areas for grades 9-12. ITED is part of the SRA Assessment Survey and has an expanded standard score (Growth Scale Value) which is continuous with the SRA Achievement Tests --see Item 4.

1. BASIC TEST INFORMATION:

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS ONE LEVEL ONLY Gr. 9, 10, 11, & 12 - S (1971) Gr. 9, 10, 11, & 12 - F,S (1978)
READING	Items
Comprehension	54
Vocabulary	40
Total Reading	*94*
LANGUAGE ARTS	
Language Usage	54
Spelling	40
Total Language	*94*
MATHEMATICS	
Mathematics	36

2. KEY ISSUES:

1978 Renorming

—In April and October, 1978, Forms X-5 and Y-5 were renormed for grades 10-12 and grade 9 was equated with the SRA Achievement Series, 1978, Level H.

—Publisher anticipates that the 1978 norms tables will be available in fall, 1980.

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*Based on information available December 31, 1979.

2. KEY ISSUES: (continued)

Use of ITED in Title I Evaluation

—The Iowa Tests of Educational Development are designed for college bound students. The SRA Achievements Tests, 1978, Level H, are designed for less academically oriented students in grades 9-12 and are easier than the ITED tests.

—Publisher does not anticipate having Title I Scoring Reports available for ITED.

Expanded Standard Score

—The expanded standard score (Growth Scale Value) is continuous with the SRA Achievement Tests: spring for the 1971 edition and fall and spring for the 1978 edition.

—Expanded standard scores are available for total scores only and not for subtests.

3. NORMING:

Sampling & Methods

—1971-National probability sample representative of students in grades 9-12 (N=30,085; grade range=6,912 - 8,150).

—1978-Information not yet available.

Midpoints of Norming Periods

—1971-Spring only: April 15 for all grades.

—1978-Fall: October 1 for all grades.
Spring: April 22 for all grades.

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

—Has both a standard score and an expanded standard score. Standard scores are available for both subtest and total test scores. Expanded standard scores are available only for Reading Total, Language Arts Total, and Mathematics.

—Name of expanded standard score is "Growth Scale Value"(GSV).

Test Level Selection

—Not applicable: only one test level is available.

5. SCORING:

Method

—Hand & Machine.

5. SCORING: (continued)

Scoring Services

—Standard scoring service provides standard score/GSV/national percentile/stanine, and one optional score. Raw scores and NCE scores are not available as the optional score.

6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

Rights Keys, Norms, and Conversion Tables (1974)

—Conversion Tables: [Name] Test (Raw Score for Forms X-5 and Y-5/SS/Percentiles by Grade and Semester). Note: SS (standard scores) are not expanded. Only standard scores are available for subtests: Comprehension, Vocabulary, Language Usage, and Spelling.

—Conversion Tables: [Name] Test (Raw Score for Forms X-5 and Y-5/ GSV/SS/Percentiles by Grade and Semester). Note: Expanded standard scores (GSVs) and standard scores (SSs) are available for Reading Total, Language Arts Total, and Mathematics.

7. TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	Test Coordinator's Handbook: p.2.
Equating of SRA Achievement Tests, Form E (1971), Form 1 (1978), and ITED Form Y-5.	SRA Achievement Series, Technical Report #1, 1978: p.13.
Item Objectives or Content Classification	Handbook for Teachers and Examiners: pp.12-16; Technical Report: pp.5-6.
Norming Sample Description	SRA Assessment Survey Technical Report: pp.17-22, 35-38.
Norming Sampling Method	SRA Assessment Survey Technical Report: pp.11-16.
Score Conversion Tables	Rights Keys/Norms/Conversion Tables.
Standard Deviation Tables	SRA Assessment Survey Technical Report: pp.51-53.
Test/Subtests Reliability	SRA Assessment Survey Technical Report: pp.51-53; ITED Technical Report: pp.6-7.
Test/Subtests Validity	SRA Assessment Survey Technical Report: pp.9-11; ITED Technical Report: pp.7-10.

8. ADDITIONAL COMMENTS:

None.

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Summary Test Information for Title I Evaluation*

Test(Series)/Year: METROPOLITAN ACHIEVEMENT TESTS, 1978 (Instructional Battery) **Forms:** JI & KI

Publisher/Distributor: Psychological Corporation **Authors:** I. H. Balow, R. Farr, T. P. Horgan & G.A. Prescott

Source of Information: Publisher's Catalog, 1978; publisher's response, test publications--see Item 7.

Description: Criterion-referenced test battery in Reading, Mathematics, and Language. Each subject area includes major learning strands, each of which is represented by a test. Empirical norm-referenced scores are available only for Total Mathematics, Total Language, and Reading Comprehension.

1. BASIC TEST INFORMATION:

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS					
	PRIMER KG.-S GR. 1-F	PRIMARY 1 GR. 1-S GR. 2-F	PRIMARY 2 GR. 2-S GR. 3-F	ELEMENTARY GR. 3-S GR. 4-F, S	INTERMEDIATE GR. 5 & 6-F, S	ADVANCED 1 GR. 7, 8 & 9-F, S
READING	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*
Visual Discrimination	24	-	-	-	-	-
Auditory Discrimination	24	26	-	-	-	-
Letter Recognition	26	-	-	-	-	-
Sight Vocabulary	30	30	30	30	-	-
Phoneme/Grapheme: Consonants	24	27	27	24	24	-
Phoneme/Grapheme: Vowels	-	-	36	42	42	-
Word Part Clues	-	24	24	24	18	-
Vocabulary in Context	-	24	24	24	24	-
Reading Comprehension	37	55	55	60	60	55
Rate of Comprehension	-	-	-	33	35	31
Skimming & Scanning	-	-	-	-	20	20
Total Reading	-	-	-	-	-	-
LANGUAGE ARTS						
Listening Comprehension	27	30	30	21	-	-
Punctuation & Capitalization	-	18	39	63	54	42
Usage	-	15	24	27	30	32
Grammar & Syntax	-	30	33	36	45	48
Spelling	18	20	40	40	40	40
Study Skills	18	21	21	24	36	39
Total Language Arts	*63*	*134*	*187*	*221*	*205*	*201*

* Based on information available January 14, 1980

1. BASIC TEST INFORMATION (Continued)

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS					
	PRIMER KG.-S GR. 1-F	PRIMARY 1 GR. 1-S GR. 2-F	PRIMARY 2 GR. 2-S GR. 3-F	ELEMENTARY GR. 3-S GR. 4-F, S	INTERMEDIATE GR. 5 & 6-F, S	ADVANCED 1 GR. 7, 8 & 9-F, S
	Items	Items	Items	Items	Items	Items
MATHEMATICS						
Numeration	36	30	30	30	30	36
Geometry & Measurement	27	27	30	45	42	45
Problem Solving	-	27	30	30	24	24
Operations:						
Whole Numbers	21	27	33	33	39	24
Laws & Properties	-	-	-	24	27	24
Fractions & Decimals	-	-	-	-	24	45
Graphs & Statistics	-	-	-	-	18	24
Total Mathematics	84	171	123	192	204	222

2. KEY ISSUES:

Norm- and Criterion-Referenced Scores

--Provides both types of scores.

--Empirical norm-referenced scores are available for each test and for Total Mathematics, Total Language, and Reading Comprehension.

--Criterion-referenced scores are available for each objective, subtest, and total test.

Reading Comprehension

--Is identical to Reading Comprehension test of Survey Battery, at each test level.

Teacher's Manual for Administering and Interpreting

--The first printing of the Teacher's Manual included fall percentile ranks only. The second printing includes both fall and spring percentile ranks.

Metro '78

--Metro '78 is comprised of Survey Tests (norm-referenced tests) and Instructional Tests (criterion-referenced tests). The tests are coordinated in content, were standardized together in fall and spring, and have certain psychometric equivalencies--see Item 8.

3. NORMING:

Sampling & Method

--National probability sample representative of students in grades K-9 (N=550,000).

3. NORMING: (continued)

Midpoints of Norming Periods

--Fall: October 15 for Grades 1-9 (Primer-Advanced Levels).

--Spring: April 20 for Grades K-9 (Primer-Advanced Levels).

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

--Name of expanded standard score is "Scaled Score."

Test Level Selection

--Publisher recommends that out-of-level use be no more than one level below recommended test level for grade.

5. SCORING:

Method

--Hand & Machine.

Scoring Services

--The Reading Instructional Tests yield Scaled Scores, Percentile Ranks, Stanines, and NCEs, and GEs (on Comprehension only) as well as IRLs (Instructional Reading Levels), Teaching Suggestions, and Attainment of Objectives Criteria.

--The Mathematics and Language Instructional Tests yield Scaled Scores, Percentile Ranks, Stanines, NCEs, and GEs (on total test only), as well as Attainment of Objectives Criteria.

--On the Basic Scoring Service, Scaled Scores and NCEs are optional

6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

Teacher's Manual for Administering and Interpreting (separate manual for each test level in Reading, Language Arts, and Mathematics)

--Number Right (Raw Score) to Scaled Score Conversion Table.

--Scaled Score to Percentile Rank and Stanine Conversion Table.

--Percentile Rank to Normal Curve Equivalent (NCE) Conversion Table.

7.	TEST INFORMATION	SOURCE DOCUMENT/PAGE
	Administration Time	Teacher's Manual for Administering and Interpreting (for each level in Reading, Language Arts, or Mathematics): pp. 3-4.
	Equating MAT '78 Survey and Instructional Tests	See Item 8.

7. TEST INFORMATION: (continued)

TEST INFORMATION	SOURCE DOCUMENT/PAGE
Item Objectives or Content Classification	Teacher's Manual for Administering and Interpreting (for each level in Reading, Language Arts, or Mathematics): Appendix C-1. Also, Special Report #2
Norming Sample Description	Teacher's Manual for Administering and Interpreting (for each level in Reading, Language Arts, or Mathematics): Part VI, Standardization. Also, Special Report #8.
Norming Sample Method	Same as above.
Score Conversion Tables	Teacher's Manual for Administering and Interpreting (for each level in Reading, Language Arts, or Mathematics): Appendix A.
Standard Deviation Tables	Special Report #9.
Test/Subtests Reliability	Teacher's Manual for Administering and Interpreting (for each level in Reading, Language Arts, or Mathematics): Part VI, Technical Information. Also, Special Report #11.
Test/Subtests Validity	Teacher's Manual for Administering and Interpreting (for each level in Reading, Language Arts, or Mathematics): Part VI, Technical Information. Also, Special Reports #1, 4, 5.

8. ADDITIONAL COMMENTS:

Equating Metro '78 Survey and Instructional Tests

--Reading Comprehension test of Survey Battery is identical to Reading Comprehension test of Instructional battery.

--Publisher has reported that tables of equivalencies of scaled scores for Total Mathematics or Total Language Arts on Survey and Instructional Batteries are virtually identical.

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Summary Test Information for Title I Evaluation*

Test(Series)/Year: METROPOLITAN ACHIEVEMENT TESTS-SURVEY, 1978 Forms: JS & KS

Publisher/Distributor: Psychological Corporation Authors: I. H. Balow, R. Farr, T. P. Hogan & G. A. Prescott

Sources of Information: Publisher's 1979 Catalog, publisher's response, test publications-- see Item 7.

Description: Norm-referenced survey tests in Reading, Comprehension, Mathematics, Language, Social Studies, and Science.

1. BASIC TEST INFORMATION:

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS							
	PREPRIMER Kdg. -F	PRIMER Kdg. -S Gr. 1-F	PRIMARY 1 Gr. 1-S Gr. 2-F	PRIMARY 2 Gr. 2-S Gr. 3-F	ELEMENTARY Gr. 3-S Gr. 4-F, S	INTERMEDIATE Gr. 5 & 6 - F, S	ADVANCED 1 Gr. 7, 8 & 9-F, S	ADVANCED 2 Gr. 10, 11 & 12- F, S
READING	Items	Items	Items	Items	Items	Items	Items	Items
Reading	60	-	-	-	-	-	-	-
Reading Comprehension	-	37	55	55	60	60	55	50
Total Reading	-	-	-	-	-	-	-	-
LANGUAGE ARTS								
Language	24	25	40	55	60	60	60	60
Total Language Arts	-	-	-	-	-	-	-	-
MATHEMATICS								
Mathematics	25	35	40	45	50	50	50	50
Total Mathematics	-	-	-	-	-	-	-	-

2. KEY ISSUES:

Metro '78

--Metro '78 is comprised of Survey Tests (norm-referenced tests) and Instructional Tests (criterion-referenced tests). The tests are coordinated in content and were standardized together in fall and spring, and have certain psychometric equivalents.

Subtest Scores

--Only one score is available in each subject area for Reading, Language, and Mathematics.

2. KEY ISSUES: (continued)

Purchase of Separate Tests

--Reading, Language Arts, and Mathematics tests may be purchased separately.

Forms

--Preprimer level is available in Form JS only; other levels are available in both Form JS and KS.

Reading Comprehension Test

--Is same as Reading Comprehension Subtest on the Instructional Battery.

Norms Tables

--The score conversion tables required for Title I evaluation are included in the Teacher's Manual for Administering and Interpreting. There is a separate Teacher's Manual for each test level which includes both empirical and non-empirical scaled (expanded standard) scores to percentile rank and stanine score conversion tables. The non-empirical score conversion tables indicate the comparative percentile ranking of the expanded standard scores on out-of-level tests. However, these tables are duplicated in-level norms tables and can be used when testing out-of-level.

Instructional Reading Level (IRL) Indicator

--The Reading Comprehension tests yield an IRL for each pupil tested.

--The IRL is a criterion-referenced score which indicates the reading level at which the pupil is able to answer successfully about 70 percent of the questions based on the reading passages.

--The IRL has been keyed to the major basal reader series, thereby allowing the teacher to choose the appropriate reader level for each pupil.

--Research Report No. 6 contains a chart relating the IRLs to the major basal reading series. This chart is also included in the Manual for each level.

3. NORMING:

Sampling & Methods

--National probability sample representative of students in grades K-12 (N=550,000).

Midpoints of Norming Periods

--Fall: October 15 for grades K-12 (Preprimer - Advanced II Levels).

--Spring: April 20 for grades K-12 (Primer - Advanced II Levels).

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

--Name of expanded standard score is "Scaled Score"

Test Level Selection

--Publisher recommends that out-of-level use be no more than one level below recommended level for grade.

--When testing out-of-level for Title I evaluation, it is permissible to use the in-level scaled score to percentile rank tables which are included in the Teacher's Manual of the out-of-level test. See Item 2--norms tables.

5. SCORING:

Methods

--Hand & Machine.

Scoring Services

--Basic scoring services include Raw Scores, National Percentile Rank, Stanine, and Instructional Reading Level (IRL) plus one of the following: Scaled Score, NCE, and GE.

6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

Teacher's Manual for Administering and Interpreting - Survey Battery (separate manual for each level)

--Number Right (Raw Score) to Scaled Conversion Table - Test Scores.

--Scaled Score to Percentile Rank and Stanine Conversion Table.

--Percentile Rank to Normal Curve Equivalent Conversion Table.

Note: Corrected norms tables for Intermediate, Advanced I, and Advanced II Levels should be used. Tables are available from publisher.

7.

TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	Teacher's Manual for Administering and Interpreting - Survey Battery (one for each level): p. 4.
Equating MAT 70/MAT 78 Survey	Special Report No. 20: GE-GE Score Conversion Tables; Special Report No. 20A: Scaled Score to Scaled Score Conversion Tables.
Equating Stanford 73/MAT78 Survey	Special Report #21, available from publisher, upon request.

7. TEST INFORMATION: (continued)

TEST INFORMATION	SOURCE DOCUMENT/PAGE
Item Objectives or Content Classification	Teacher's Manual for Administering & Interpreting-Survey Battery (one for each level): Table B1 Compendium of Instructional Objectives.
Norming Sample Description	Teacher's Manual for Administering and Interpreting-Survey Battery (one for each level): Part V-Standardization. Special Report #8.
Norming Sampling Method	Same as above.
Score Conversion Tables	Teacher's Manual for Administering & Interpreting-Survey Battery (one for each level): Appendix A.
Standard Deviation Tables	Special Report #9.
Test/Subtests Reliability	Teacher's Manual for Administering & Interpreting - Survey Battery (one for each level): Part V - Validity & Reliability. Special Reports #1, 4, and 5.

8. ADDITIONAL COMMENTS:

Practice Tests

--Are available at all levels, kindergarten through grade 12.

Summary Test Information for Title I Evaluation*

Test(Series)/Year: NELSON READING SKILLS TEST, 1977 Forms: 3 & 4

Publisher/Distributor: Riverside Publishing Company, Division of Houghton Mifflin Authors: G. Hanna, L. Schell, & R.Schrainer

Source of Information: Publisher's response, test publications--see Item 7.

Description: Designed to assess students' reading achievement and to provide for materials and instructional strategies most appropriate for the individual student.

1. BASIC TEST INFORMATION:

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS		
	LEVEL A Gr. 3 & 4-F, S	LEVEL B Gr. 5 & 6-F, S	LEVEL C Gr. 7, 8 & 9-F, S
Reading	*Items*	*Items*	*Items*
Word Meaning	25	31	36
Reading Comprehension	28	33	34
Total Reading	*53*	*97*	*104*
Sound-Symbol Correspondence*	15	-	-
Root Words*	19	-	-
Syllabication*	15	-	-
*Total Word Parts**	*49*	-	-
Reading Rate:			
Form 3	-	159	360
Form 4	-	255	458

*Available in descriptive form only--categories include: No deficiency indicated, Possible deficiency indicated, Deficiency indicated, Deficiency strongly indicated, and Deficiency very strongly indicated. These scores can be used for instructional purposes only.

2. KEY ISSUES:

Word Meaning Subtest Score

--Several test items included in the Word Meaning subtest score appear in the Reading Comprehension subtest (3 test items in Level A, 5 in Level B, and 7 in Level C).

--These above test items are presented in paragraph form on the Reading Comprehension subtest and are not included in the Reading Comprehension subtest score.

--The Word Meaning Subtest should not be administered without also administering the Reading Comprehension subtest, in order that the total Word Meaning Score may be obtained.

*Based on information available January 25, 1980

2. KEY ISSUES: (Continued)

Total Reading Raw Score

—Is obtained by counting each correct Reading Comprehension item twice and each correct Word Meaning item once and then adding the two figures.

Reading Rate Subtest Score

—After one minute of reading time, the student records the number of the line in the passage that he/she reached. If the student does not correctly record the number, the score may be unreliable.

—The publisher cautions that the rate score may not be reliable if the student answers less than two of the five comprehension check questions that accompany the rate passage.

Multilevel Testing

—Three levels in a single booklet permit group-administered individualized testing.

3. NORMING:

Sampling & Methods

—National probability sample representative of students in grades 3-9 (N=21,416 in spring and approximately 4,283 in fall; grade range=3,200 per grade in spring and 600 per grade in fall).

Midpoints of Norming Periods

—Fall: October 13 for grades 3-9 (Levels A-C)

—Spring: March 26 for grades 3-9 (Levels A-C)

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

—Name of expanded scale score has been designated by publisher as "Grade Equivalent."

Test Level Selection

—The publisher indicates that pupils can be tested one or two levels below grade level, as appropriate.

5. SCORING:

Method

—Hand & Machine.

Scoring Services

—NCE scores are available for the Student Item Response Record and the List Report with six scores.

—Evaluation Service for Title I evaluation includes scores for students with pretest only, posttest only, and those with matched pre- and posttest scores. The scores reported on each list are: raw score, NCE, and grade equivalents with means, standard deviations, and frequency distributions for each score. Also, provides correlations, t-tests, and joint frequency distributions for the pre- and posttest list. A summary report is provided for systems having multiple buildings.

6. SCORE CONVERSION TABLES FOR TITLE I EVALUATION:

Teacher's Manual

—Raw Score to Grade Equivalent (separate table for each level and form by content—one table includes Word Meaning, Reading, Comprehension, and Total Reading and another includes Reading Rate).

—Grade Equivalent to Other Derived Scores—Percentile Rank, Percentile Rank Band, and NCE: Fall (before January 16). Separate tables by grade include scores for Word Meaning, Reading Comprehension, Total Reading, and Reading Rate (Levels B and C).

—Grade Equivalent to Other Derived Scores—Percentile Rank, Percentile Rank Band, and NCE: Spring (after January 16). Separate tables by grade include scores for Word Meaning, Reading Comprehension, Total Reading, and Reading Rate (Levels B and C).

—Caution: Each individual raw score should be converted to the appropriate grade equivalent score and the grade equivalent score converted to the appropriate NCE score. Only NCE scores should be averaged.

7.

TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	Teacher's Manual: p. 5.
Equating Forms 3 and 4	Technical Manual: p. 1.
Equating Nelson RST to the Nelson-Denny Reading Test	Technical Manual: pp. 2-3.
Item Norms	Technical Manual: pp. 15-17.
Item Objectives or Content Classification	Teacher's Manual: pp. 30-32.

TEST INFORMATION	SOURCE DOCUMENT/PAGE (continued)
Norming Sample Description	Teacher's Manual: pp. 39-42; Technical Manual: pp. 5-6.
Norming Sampling Method	Teacher's Manual: p. 39; Technical Manual.
Score Conversion Tables	Teacher's Manual: pp. 46-62.
Standard Deviation Tables	Teacher's Manual: pp. 43-44.
Test/Subtests Reliability	Teacher's Manual: pp. 42-44; Technical Manual: pp. 6-7.
Test/Subtests Validity	Teacher's Manual: pp. 5-6, 37-39; Technical Manual: pp. 9-12.

8. ADDITIONAL COMMENTS:

Norms Tables

--The preliminary edition of the Teacher's Manual did not include the norms tables.

--The final version of the Teacher's Manual which includes the norms tables is available from the publisher.

Summary Test Information for Title I Evaluation*

Test(Series)/Year: SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, SERIES III, 1979 **Forms:** X & Y

Publisher/Distributor: Addison-Wesley Publishing Company **Author:** Educational Testing Service

Source of Information: Publisher's response, Publisher's 1978-79 Catalog, test publications--see Item 7.

Description: Comprehensive assessment program designed for program evaluation and for diagnosing instructional needs of individual students from nursery school through high school. The 10 levels of STEP include CIRCUS A-D (for preschool through grade 3.5) and STEP E-J (for grades 3.5 to 12.9). The tests measure development in areas of Reading, Vocabulary, Writing Skills, Mathematics, Social Studies, and Study Skills. (Note: For first four levels of STEP III, see test information summary page for CIRCUS, 1972-79.)

1. BASIC TEST INFORMATION:

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS					
	INTERMEDIATE Level E Gr. 3-6 Gr. 4-6	INTERMEDIATE Level F Gr. 4-6 Gr. 5-6	INTERMEDIATE Level G Gr. 5-6 Gr. 6-6	INTERMEDIATE Level H Gr. 6-6 Gr. 7-6	ADVANCED Level I Gr. 7-6 Gr. 8-6, 8, 9 Gr. 10-6	ADVANCED Level J Gr. 10-6 Gr. 11, 12-6, 8, 9
	OUT-OF-LEVEL NORMS					
	Gr. 4-6 Gr. 5-6	Gr. 3-6 Gr. 4-6	Gr. 4-6 Gr. 5-6	Gr. 5, 7-6 Gr. 6, 8-6	Gr. 6-6, Gr. 7-6; Gr. 10-6; Gr. 11, 12-6, 8, 9	Gr. 7-6 Gr. 8-6, 8, 9 Gr. 10-6
READING	Items	Items	Items	Items	Items	Items
Vocabulary in Context*	16	16	16	16	16	16
Literal Comprehension*	16	16	16	16	16	16
Inference*	18	18	18	18	18	18
Total Reading	50	50	50	50	50	50
Vocabulary	30	30	30	30	30	30

*Domain scores--see Item 2; expanded standard scores are not available for domains.

(Continued)

*Based on information available December 31, 1979.

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1. BASIC TEST INFORMATION: (continued)

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS					
	INTERMEDIATE Level E Gr. 3-6 Gr. 4-F	INTERMEDIATE Level F Gr. 4-6 Gr. 5-F	INTERMEDIATE Level G Gr. 5-8 Gr. 6-F	INTERMEDIATE Level H Gr. 6-8 Gr. 7-F	ADVANCED Level I Gr. 7-8 Gr. 8[illegible]-F,S Gr. 10-F	ADVANCED Level J Gr. 10-8 Gr. 11&12-F,S
	OUT-OF-LEVEL NORMS					
	Gr. 4-6 Gr. 5-F	Gr. 3[illegible]-6 Gr. 4[illegible]-F	Gr. 4[illegible]-6 Gr. 5[illegible]-F	Gr. 5,7[illegible]-8 Gr. 6,8[illegible]-F	Gr. 6-8; Gr.7-F; Gr. 10-8; Gr. 11&12-F,S	Gr. 7-8 Gr. 8[illegible]-F,S Gr. 10-F
LANGUAGE ARTS						
Writing Skills:						
Spelling*	20	20	10	10	-	-
Capitalization & Punctuation*	13	10	10	10	10	10
Word Structure & Usage*	17	17	20	20	20	20
Sentence & Paragraph Organization*	10	13	18	18	20	20
Total Writing Skills	*80*	*80*	*58*	*58*	*50*	*50*
Study Skills and Listening:						
Listening Comprehension*	10	10	10	10	18	18
Following Directions*	10	10	10	10	-	-
Dictionary Usage*	9	10	10	10	10	10
Library Skills*	11	10	9	11	11	11
Reference Skills*	10	10	11	14	16	16
Total Study Skills & Listening	*50*	*50*	*50*	*55*	*55*	*55*
MATHEMATICS						
Mathematics Computation:						
Addition of Whole Numbers*	19	12	-	-	-	-
Subtraction of Whole Numbers*	16	10	-	-	-	-
Addition and Subtraction of Whole Numbers*	-	-	14	-	-	-
Multiplication & Division of Whole Numbers*	13	18	22	-	-	-
Computation with Measures*	7	12	12	12	13	13
Fractions, Decimals & Percents*	-	3	7	13	25	25
Operations with Whole Numbers*	-	-	-	28	17	17
Total Mathematics Computation	*55*	*55*	*55*	*55*	*55*	*55*
Mathematics Basic Concepts:						
Number & Operation*	25	26	22	22	18	16
Measurement, Geometry & Graphs*	15	13	15	14	2[illegible]	21
Problem Solving*	10	11	13	14	12	13
Total Mathematics Basic Concepts	*50*	*50*	*50*	*50*	*50*	*50*

*Domain scores--see Item 2; expanded standard scores not available for domains.

2. KEY ISSUES:

Forms

—Alternate forms X and Y are available for the STEP III basic assessment tests which include Reading, Vocabulary, Mathematics Computation, Mathematics Basic Concepts, and Writing Skills. Other tests in the battery are available in one form only.

Domain Scores

—Domain scores are based on subscales of items within the total tests. They are reported by percentile ranks and stanines, indicating the standing of the child in relation to the national sample. Domain stanines of 7, 8, or 9 indicate above average performance, stanines 4, 5, or 6 indicate average performance, and stanines 1, 2, or 3 indicate below average performance. A pupil's raw score can also be compared with national and local performance in terms of the percentage of items answered correctly.

Grade Level Indicator (GLI)

—New score reporting system which relates achievement to grade level but avoids some of the problems inherent in grade equivalent scores—see Item 8.

Locator Tests

—Empirically normed 10- or 15-item locator tests are available in Language and Mathematics to assist in selecting appropriate level tests.

Multi-Level Testing

—Administration directions and timing are standardized across test levels. Pupils can be administered different test levels simultaneously by using the multi-level test booklets which are available for basic assessment tests either by separate or combined subjects.

Out-of-Level Testing

—STEP III has both an expanded standard score and out-of-level norms—see Item 1.

Test Edition

—Replaces STEP II—see Item 8.

3. NORMING:

Sampling & Methods

—National probability sample representative of students in grades 2-12 (N=195,450 students in 835 schools in 135 districts).

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3. NORMING (continued)

Midpoints of Norming Periods

—Fall: October 5 for Levels E-J.

—Spring: May 10 for Levels E-J.

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

—Name of expanded standard score is "Standard Score."

Test Level Selection

—Out of level norms are available for functional level testing—see Item 1.

—Testing beyond the out-of-level norms available is not recommended by the publisher—see Item 1.

Use of STEP III and Circus

—Continuous coordinated assessment with CIRCUS through test content and the expanded standard score is available through the administration of tests listed below:

CIRCUS				STEP III
A	B	C	D	E-J
	Word Puzzles (Prereading)	Reading	Reading	Reading
	Word Puzzles (Prereading)	Phonetic Analysis	Phonetic Analysis	
Listen to the Story	Listen to the Story	Listening	Listening	Listening
How Much & How Many	How Much & How Many	Mathematics	Mathematics	Math Basic Concepts & Math Computation
			Writing Skills	Writing Skills

5. SCORING:

Method

—Hand & Machine.

Scoring Services

—Optional pretest/posttest scoring service provides matching of pupils for fall-to-spring or year-to-year evaluations. Arrangements for use of this service should be made when pretest material is sent to the

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Scoring Services (continued)

ETS scoring center. The Pretest/Posttest Report includes grade level indicators (for the basic tests), national percentile ranks, standard score, and normal curve equivalent scores. Also, anticipated posttest performance is indicated as an expected range of scores which is based on the national population performance.

6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

STEP Individual Norms Tables (CIRCUS C and D Basic Assessment, STEP III, SCAT III, End-of-Course Tests)

—Individual Norms: [Subject] Spring Grade 3 Through Fall Grade 6 (Raw Scores for Forms X and Y/Standard Scores/Percentiles/Stanine/ Grade Level Indicators).

—Individual Norms: [Subject] Spring Grade 6 Through Fall Grade 9 (same scores as above).

—Individual Norms: [Subject] Spring Grade 9 Through Spring Grade 12 (same scores as above).

7. TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	STEP Manual and Technical Report (Preliminary) 1979: p.2; Publication, "STEP Test Development and Content Description": p.12.
Equating STEP II and Cooperative Primary Tests to STEP III and CIRCUS	STEP Manual and Technical Report (Preliminary 1979): p.79; Tables (available from publisher): "STEP II Scaled Scores Comparable to STEP III Standard Scores."
Item Objectives or Content Classification	Publication, "STEP Development and Content Description": pp.13-35.
Norming Sample Description	STEP Manual and Technical Report (Preliminary), 1979: pp.62-75.
Norming Sampling Method	STEP Manual and Technical Report (Preliminary), 1979: pp.62-64.
Score Conversion Tables	STEP Individual Norms Tables (CIRCUS C and D Basic Assessment STEP III, SCAT III, End-of-Course Tests).
Standard Deviation Tables	
Test/Subtests Reliability	STEP Manual and Technical Report (Preliminary), 1979: pp.78-79, 83-84.
Test/Subtests Validity	STEP Manual and Technical Report (Preliminary), 1979: pp.77-78.

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8. ADDITIONAL COMMENTS:

Equating STEP II and STEP III

—"STEP II Scaled Scores Comparable to STEP III Standard Scores" Conversion Tables are available as follows:

STEP II	STEP III
Reading	Reading
Mechanics of Writing	Writing Skills
English Expression	Writing Skills
Mathematics Computation	Mathematics Computation
Mathematics Basic Concepts	Mathematics Basic Concepts

Grade Level Indicator (GLI)

—The GLI is a grade level score based on actual test administrations in grades at, below, and above the grade for which the test is targeted. GLI ranges are restricted to the highest and lowest grades and months at which a test was normed; no score is extrapolated above the highest norming point or below the lowest. A GLI of 9.9 means that a pupil is scoring like ninth graders at the end of the school year on a test that measures ninth grade curriculum.

Practice Tests

—Are available at all levels.

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Summary Test Information for Title I Evaluation*

Test(Series)/Year: SRA ACHIEVEMENT SERIES, 1978 **Forms:** 1 & 2

Publisher/Distributor: Science Research Associates **Authors:** R. A. Naslund, P. Thorpe & D. W. Lefever. (Level H: AIR-SRA Staff)

Source of Information: Publisher's response, test publications--see Item 7.

Description: The SRA Achievement Series surveys general academic progress from grades 1 through 12. The expanded standard score (Growth Scale Value) is continuous with the Iowa Test of Educational Development which was restandardized in 1978.

1. BASIC TEST INFORMATION:

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS							
	Level A Kg.-F,S Gr. 1-F,S	Level B Gr. 1-S Gr. 2-F,S Gr. 3-F	Level C Gr. 2-S Gr. 3-F,S Gr. 4-F	Level D Gr. 3-S Gr. 4-F,S Gr. 5-F	Level E Gr. 4-S Gr. 5-F,S Gr. 6-F	Level F Gr. 5-S Gr.6&7-F,S Gr. 8-F	Level G Gr. 7-S Gr. 8&9-F,S Gr. 10-F	Level H Gr. 9, 10, 11 & 12-F,S
READING	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*
Visual Discrimination	25	-	-	-	-	-	-	-
Auditory Discrimination	25	25	-	-	-	-	-	-
Letters and Sounds	25	25	20	-	-	-	-	-
Listening Comprehension	35	20	20	-	-	-	-	-
Reading Comprehension	-	24	24	26	50	50	50	50
Total Reading	*110*	*119*	*89*	*56*	*90*	*90*	*90*	*90*
LANGUAGE ARTS								
Mechanics	-	-	20	30	30	30	30	-
Usage	-	-	20	30	40	40	40	-
Spelling	-	-	29	30	30	30	30	30
Mechanics & Usage	-	-	-	-	-	-	-	40
Total Language Arts	-	-	*69*	*90*	*100*	*100*	*100*	*70*
MATHEMATICS								
Concepts	30	30	35	35	30	30	30	-
Computation	-	27	27	35	40	40	40	-
Concepts & Computation	-	-	-	-	-	-	-	40
Problem Solving	-	-	-	-	30	30	30	40
Total Mathematics	*30*	*57*	*62*	*70*	*100*	*100*	*100*	*80*

*Based on information available December 31, 1979.

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2. KEY ISSUES:

New Test Edition

—The 1978 edition represents the fourth revision of the Achievement Series.

—Was standardized in spring and fall of 1978.

Norms Tables

—"Answer Keys Norms and Conversion Tables" (one booklet for each test level) have been published. These booklets provide fall and spring empirical norms. The "Preliminary Norms and Conversion Tables" should not be used—see Item 8.

Scoring Services

—Beginning in spring of 1979, both fall and spring norms reported by the scoring service were empirical—see Item 8.

—Matched Pre/posttest scoring service now available—see Item 5.

Use of SRA Achievement Series and Iowa Tests of Educational Development

—The Iowa Tests of Educational Development were designed for college bound students in grades 10-12. Level H of the Achievement Series for grades 9-12 is easier than the ITED and is more appropriate for less academically oriented students.

3. NORMING:

Sampling & Methods

—National probability sample representative of students in grades K-12 (fall N=129,900; spring N=83,681 pupils).

Midpoints of Norming Periods

—Fall: October 1 for grades K-12 (Levels A-H).

—Spring: April 22 for grades K-12 (Levels A-H).

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4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

—Name of expanded standard score is "Growth Scale Value" (GSV).

Test Level Selection

—Publication, "Selecting Appropriate Test Levels in the SRA Achievement Series," (Test Talk, 79-1) is available. Publisher recommends that both test content and difficulty be considered when selecting test levels.

—Publisher provides some general recommentations for test level selection for average students and for Title I students, in fall-spring evaluations:

Grade	Semester (Fall=1; Spring=2)	Average Students	Title I Students
Kg.	1	A	A
	2	A	A
1	1	A	A
	2	B	A
2	1	B	B
	2	C	B
3	1	C	C
	2	D	C
4	1	D/E	D
	2	E	D
5	1	E	E
	2	E	E
6	1	E/F	E
	2	F	E*
7	1	F	F
	2	F	F
8	1	F/G	F
	2	G	F*
9	1	G	G
	2	G/H	G
10	1	G/H	H
	2	H	H
11	1	H	H
	2	H	H
12	1	H	H
	2	H	H

*Represents out-of-level testing.

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5. SCORING:

Method

—Hand & Machine.

Scoring Services

—The basic full scoring service includes List Report of Scores which provides GSVs, NCEs, national percentile rank and stanines, grade equivalents, and one optional score, for pupils within a class or grade within a school.

—Optional Pre/Posttest Program service provides matched pupil achievement data from two independent test administrations (in reading, mathematics, and language arts) that occur within a school year. The basic scoring service provides separate pretest and posttest reports, and the Pre/Posttest Pogram service provides merged pre/posttest reports.

—Scores provided in the Pre/Posttest Program service are raw score (RS), Growth Scale Value (GSV), percentile rank (PR) and the normal curve equivalent (NCE). The average PR corresponds to the average GSV. However, the average RS and NCE are calculated from individual scores. Differences in pre/posttest are reported in RS, GSV, NCE, and standard deviation of the NCE.

6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

Answer Keys, Norms, and Conversion Tables (one booklet for each test level) —in publication.

—[Name] Test: Form ___, Level ___ (Raw Score/GSV/GE/Percentiles by Grade and Semester).

—Note: For schools that hand-score their tests and test beyond the range of norms available, special expanded norms and conversion tables have been prepared and are available from SRA. These special norms tables enable the user to look up the in-level percentile directly, without conversion from out-of-level to in-level percentiles. The tables contain percentiles from first-semester kindergarten through second-semester 12th grade for each test score at each test level. For a copy of these expanded norms tables, contact the Test Marketing Coordinator at SRA Chicago.

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7. TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	Examiner's Manual-Level A - C: p.3; Level D (Machine Scored Booklets): p.2; Level D (Separate Answer Sheets): p.4; Level E - G: p.6; Level H: p.6.
Equating Forms 1 & 2	Not available at present time.
Equating Form 1 (1978) to Form E (1971)	Technical Report I, 1978: p.13.
Item Objectives or Content Classification	User's Guide: pp. 52-64; Supplementary Sets of Objectives For Each Test (available from publisher).
Norming Sample Description	Technical Report I, 1978: pp.11-12.
Norming Sampling Method	Technical Report I, 1978: pp.10-11.
Score Conversion Tables	Answer Keys, Norms, and Conversion Tables (one for each test level)--in publication.
Standard Deviation Tables	Technical Report I, 1978, Appendix A: pp.18-23; Technical Report I Addendum, 1979, Appendix A: pp.9-14.
Test/Subtests Reliability	Technical Report I, 1978: p.17, and Appendix A; Additional reports in progress.
Test/Subtests Validity	Technical Report I, 1978: p.17; Additional Reports in progress.

8. ADDITIONAL COMMENTS:

Format

—Levels A-D are individual machine-scorable booklets.

—Levels D-H are individual booklets with separate answer sheets.

Scoring Services

—Rental of test booklets for Levels D-H is available, with use of scoring service only.

—For fall 1978, only norms reported by the scoring service were interpolated and were based on the spring 1978 standardization.

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8. ADDITIONAL COMMENTS: (continued)

Norms Tables

—First semester (fall) norms included in the booklet, "Preliminary Norms and Conversion Tables," were initially interpolated and were based on the spring 1979 standardization. These tables have been replaced by empirical fall norms tables which appear in the final printed version, "Answer Keys, Norms and Conversion Tables."

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Summary Test Information for Title I Evaluation*

Test(Series)/Year: STANFORD ACHIEVEMENT TEST, 1973 **Forms:** A & B

Publisher/Distributor: Psychological Corporation **Authors:** R. Madden, E. Gardner, H. Rudman, B. Karlsen, J. Merwin

Source of Information: Publisher's response, test publications--see item 7.

Description: Academic achievement test battery whose content areas include: Reading, Language Arts, Mathematics, Science, and Social Science. Expanded standard (scaled) scores are continuous with Stanford Early School Achievement Test (SESAT) and Stanford Test of Academic Skills (TASK).

1. **BASIC TEST INFORMATION:**

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS					
	PRIMARY I Gr. 1-M, S Gr. 2-F	PRIMARY II Gr. 2-M, S Gr. 3-F	PRIMARY III Gr. 3-S Gr. 4-F	INTERMEDIATE I Gr. 4-S Gr. 5-F	INTERMEDIATE II Gr. 5-S Gr. 6-F, S	ADVANCED Gr. 7&8 F,S Gr. 9-F
READING	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*
Part A: Word Meaning	45	45	-	-	-	-
Part B: Explicit & Implicit Meaning	42	48	-	-	-	-
Reading: Part A & Part B	*87*	*93*	-	-	-	-
Word Study Skills	60	65	55	55	50	-
Vocabulary	-	-	-	-	-	50
Reading Comprehension	-	-	70	72	71	74
Total Reading	*147*	*158*	*125*	*127*	*121*	*124*
LANGUAGE ARTS						
Vocabulary (Listening)	37	37	45	50	50	-
Listening Comprehension	26	50	50	50	50	-
Total Auditory	*63*	*87*	*95*	*100*	*100*	-
Language	-	-	55	79	80	79
Spelling	30*	43	47	50	60	60
Total Language Arts	-	-	-	-	-	-
MATHEMATICS						
Concepts	32	35	32	32	35	35
Computation & Applications	32	-	-	-	-	-
Computation	-	37	36	40	45	45
Application	-	28	28	40	40	40
Total Mathematics	*64*	*100*	*96*	*112*	*120*	*120*

*Optional test

*Based on information available January 8, 1980.

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2. KEY ISSUES

Use with SESAT and TASK

--The expanded standard (scaled) score is continuous with that of SESAT at the lower levels, and TASK at the upper levels--see Item 4.

New Test Edition

--Publisher is developing a new test edition and anticipates that it will be available in fall, 1982.

3. NORMING:

Sampling & Methods

--National probability sample representative of students in grades 1-9 (N=275,000).

Midpoints of Norming Periods

--Fall: October 8 for grades 2-9 (Levels Primary II - Advanced).

--Midyear: February 8 for grades 1-2 (Levels Primary I and II).

--Spring: May 8 for grades 1-9 (Levels Primary I - Advanced).

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

--Name of expanded standard score is "Scaled Score."

--Scaled score is continuous with Stanford Early School Achievement Test (SESAT) on the following subtests:

SESAT	SAT
Environment	Vocabulary
Word Reading (Level II only)	Reading, Part A
Sentence Reading (Level II only)	Reading, Part B
Letters & Sounds	Word Study Skills
Mathematics	Total Mathematics
Aural Comprehension	Listening Comprehension

--Scaled score is continuous with Stanford Test of Academic Skills (TASK) at high school levels on the following subtests:

SAT	TASK
Total Reading	Reading
Language (Adv. Level only)	English
Total Mathematics	Mathematics

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4. OUT-OF-LEVEL TESTING: (continued)

Test Level Selection

--Testing more than one level out-of-level is not recommended.

5. SCORING:

Methods

--Hand & Machine.

Scoring Services

--Optional scoring services include pretest-posttest matching (scaled scores and grade equivalents) and List Reports which provide NCE scores.

6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

Manual Part II: Norms Booklet (one for each level and form)

--Scaled Scores Corresponding to Raw Scores by test.

--Stanines and Selected Percentile Ranks Corresponding to Raw Scores by test.

--Scaled Scores Corresponding to Raw Scores for Various Totals.

--Stanines and Selected Percentile Ranks Corresponding to Raw Scores for Various Totals.

7.

TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	Manual Part V - Technical Data Report: p. 9.
Equating Stanford 1973/1964	Manual Part V - Technical Data Report: p. 38. Tables are included in Stanford Research Report #5, available from publisher upon request.
Equating Stanford, 1973 to Metropolitan Achievement Tests, 1978, Survey	Special Report #21, available from publisher upon request.
Item Objectives and Content Classification	Index of Instructional Objectives; Teacher's Guide for Interpreting (one for each level and form).
Norming Sample Description	Manual Part II - Norms Booklet: Primary - Intermediate II, pp. 9-10; Advanced, pp. 7-8.
Norming Sampling Method	Manual Part II - Norms Booklet: Primary I - Intermediate II, pp. 9-10; Advanced, pp. 7-8.

7. TEST INFORMATION (continued)

TEST INFORMATION	SOURCE DOCUMENT/PAGE
Score Conversion Tables	Manual Part II - Norms Booklet: Primary I, pp. 18-29; Primary II, pp. 18-27; Primary III, pp. 18-27; Intermediate I, pp. 18-27; Intermediate II, pp. 18-30; Advanced, pp. 16-29.
Standard Deviation Tables	Manual Part II - Norms Booklet: Primary I - Intermediate II, p. 16; Advanced, p. 14. Manual Part V - Technical Data Report: pp. 69-76.
Test/Subtests Reliability	Manual Part II - Norms Booklet: Primary I - Intermediate II, p. 15; Advanced, p. 13. Manual Part V: pp. 35-36, 57-62.
Test/Subtests Validity	Manual Part II - Norms Booklet: Primary I - Intermediate II, p. 15, Advanced, p. 13. Manual Part V, p. 35.

8. ADDITIONAL COMMENTS:

Guide to Manuals

--Manual Part I: Teacher's Directions for Administering (one for each level).
--Manual Part II: Norms Booklet (one for each level and form).
--Manual Part III: Teacher's Guide for Interpreting (one for each level).
--Manual Part IV: Administrator's Guide for Interpreting (one only).
--Manual Part V: Technical Data Report (one only).

Use With SESAT

--See SESAT test summary page.

Use with TASK

--See TASK test summary page.

Summary Test Information for Title I Evaluation*

Test(Series)/Year: STANFORD DIAGNOSTIC MATHEMATICS TEST, 1976 Forms: A & B

Publisher/Distributor: Psychological Corporation Authors: L. Beatty, R.Madden E. Gardner, & B. Karlsen

Source of Information: Publisher's response, 1979 Catalog, and test publications--see Item 7.

Description: Measures competence in the basic concepts and skills in mathematics in order to identify pupils' specific strengths and weaknesses in working with numbers.

1. BASIC TEST INFORMATION:

Norm-Referenced Scores Available

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS			
	RED Gr. 1-S Gr. 2 & 3-F, S Gr. 4-F	GREEN Gr. 3-S Gr. 4 & 5-F, S Gr. 6-F	BROWN Gr. 5-S Gr. 6 & 7-F, S Gr. 8-F	BLUE Gr. 7-S Gr. 8-F, S Gr. 9, 10, 11 & 12-F*
MATHEMATICS	*Items*	*Items*	*Items*	*Items*
Number System & Numeration	30	36	36	36
Computation	33	48	48	48
Applications	30	30	33	33
Total Mathematics	*93*	*114*	*117*	*117*

*High school fall norms provide scaled scores to percentile ranks for grades 9-12 combined.

Concept/Skill Domain Mastery Scores Available

—See next page.

*Based on information available January 8, 1980.

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1. BASIC TEST INFORMATION: (continued)

Concept/Skill Domain Mastery Scores Available

Subtest: Concept/Skill Domain Scores Available	TEST LEVELS AND IN-LEVEL NORMS			
	RED Gr. 1-S Gr. 2 & 3-F, S Gr. 4-F	GREEN Gr. 3-S Gr. 4 & 5-F, S Gr. 6-F	BROWN Gr. 5-S Gr. 6 & 7-F, S Gr. 8-F	BLUE Gr. 7-S Gr. 8-F, S Gr. 9, 10, 11 & 12-F
NUMBER SYSTEM & NUMERATION	*Items*	*Items*	*Items*	*Items*
Whole Numbers	9	-	-	-
Decimal Place Value	12	-	-	-
Whole Numbers & Decimal Place Value	-	21	21	18
Rational Numbers & Numeration	-	3	9	12
Operations & Properties	9	12	6	6
COMPUTATION				
Addition Facts	6	-	-	-
Addition, No Renaming	6	-	-	-
Addition of Whole Numbers	-	6	3	-
Subtraction Facts	6	-	-	-
Subtraction, No Renaming	6	-	-	-
Subtraction of Whole Numbers	-	12	6	6
Multiplication of Whole Numbers	-	12	12	9
Division of Whole Numbers	-	12	12	9
Fractions	-	-	3	9
Decimals	-	-	6	6
Percent	-	-	-	3
Number Sentences	9	9	6	6
APPLICATIONS				
Problem Solving	12	12	12	12
Reading & Interpreting Tables & Graphs	9	9	9	9
Geometry & Measurement	9	9	12	12

Note: (1) Content-reference scores, "Progress Indicators", are available for the above concept/skill domains (the Progress Indicator is the specified proportion of test items in the skill area that indicates mastery of the particular concept/skill domain).

(2) Norm-reference scores are not available for concept/skill domains.

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2. KEY ISSUES:

Out-of-Level Testing

—Out-of-level testing for Title I evaluation is not recommended by the publisher—see Item 4.

Recommended Testing Levels for Model A

—Fall/Spring Pretest-Posttest—see Item 4.

—Fall/Fall Pretest-Posttest—see Item 4,

—Spring/Spring Pretest-Posttest—see Item 4.

Norms Tables

—Fall norms tables are included in the Manual for Administering and Interpreting for each level.

—Spring norms tables are included in the Supplementary Norms Booklet for each level. Booklets available from publisher, upon request; also, included in each package of test materials.

Scores Available

—Provides both norm- and criterion-referenced scores.

New Test Edition

—SDMT will be revised and a new test edition available in 1984 or 1985.

3. NORMING:

Sampling & Methods

—National probability sample representative of students in grades 2-12 (N=36,000).

Midpoints of Norming Periods

—Fall: October 8 for grades 2-12 (Levels Red, Green, Brown, Blue).

—Spring: April 28 for grades 2-8 (Levels Red, Green, Brown, Blue).

4. OUT-OF-LEVEL TESTING

Expanded Standard Score

—Name of expanded standard score is "Scaled Score." However, out-of-level testing for Title I evaluation is not recommended by the publisher.

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4. OUT-OF-LEVEL TESTING: (continued)

Test Level Selection

—Out-of-level testing for Title I evaluation is not recommended by the publisher.

—If it is necessary to test out-of-level because the Title I program corresponds to the content of the out-of-level test, then use the in-level norms for the test level which provides both in-level pretest and posttest norms.

For example, if the Red Level was used for Grade 4, the mean scale score would be converted to the green level percentile rank scores even though there are empirical norms for the Red Level at the beginning of Grade 4. This may result in odd looking test scores but the gain would appear more valid.

—For Model A, the same level should be administered for pretest and posttest to avoid scale score inconsistencies. The publisher's recommendations for test level selection follows:

Fall/Spring Pretest-Posttest for Same Level Testing.

Grade	Fall Level	Spring Level
2	Red	Red
3	Red	Red
4	Red*/Green	Green
5	Green	Green
6	Green*/Brown	Brown
7	Brown	Brown
8	Brown*/Blue	Blue

*Use of this level parallels longitudinal norms development.

Fall/Fall Pretest-Posttest for Same Level Testing.

Grade	Lower Grade Level	Upper Grade Level
2-3	Red	Red
3-4	Red	Red
4-5	Red*/Green	Green
5-6	Green	Green
6-7	Green*/Brown	Brown
7-8	Brown	Brown
8-9	Brown*/Blue	Blue

*Use of this level parallels longitudinal norms development.

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4. OUT-OF-LEVEL TESTING: (continued)

Spring/Spring Pretest-Posttest for Same Level Testing.

Grade	Lower Grade Level	Upper Grade Level
1-2	Red	Red
2-3	Red	Red
3-4	Red*/Green	Green
4-5	Green	Green
5-6	Green*/Brown	Brown
6-7	Brown	Brown
7-8	Brown*/Blue	Blue

*Use of this level parallels longitudinal norms development.

5. SCORING:

Methods

—Hand & Machine (Both norm- and criterion-referenced scores are available).

Scoring Services

—The basic scoring service includes for each pupil: raw score, national percentile rank and stanine, scaled score, and grade equivalent. NCE scores are available as an option.

—Progress indicators (criterion-referenced interpretation of scores) for Concept/Skill Domains measuring common objectives are also provided.

—Does not have pretest-posttest matching for Title I evaluation.

6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

Manual for Administering and Interpreting (one for each level)

—Scaled Scores Corresponding to ___Level SDMT Raw Scores.

—Percentile Ranks and Stanines Corresponding to SDMT Scaled Scores for Grade ___Pupils in the ___Level Standardization Sample.

—Percentile Ranks and Stanines Corresponding to SDMT Raw Scores for Grade ___Pupils in the ___Level Standardization Level.

Supplementary Norms Tables (one for each level)

—Percentile Ranks and Stanines Corresponding to SDMT Scaled Scores for Grade ___Pupils in the ___Level Spring Research Sample.

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Supplementary Norms Booklet (continued)

--Percentile Ranks and Stanines Corresponding to SDRT Raw Scores for Grade ___Pupils in the ___Level Spring Research Sample.

7. TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	Manual for Administering and Interpreting- all levels, p.10.
Equating of SDMT Forms	Manual for Administering and Interpreting- Red: p.67; Green: p.68; Brown: p.63; Blue; p.59.
Equating of SDMT Levels	Same as above.
Item Objectives or Content Classification	Manual for Administering and Interpreting- Red: pp. 78-80; Green: pp. 78-83; Brown: pp. 74-79; Blue: pp. 70-75.
Norming Sample Description	Manual for Administering and Interpreting- Red: pp.66-67; Green: pp.67-68; Brown: pp.62-65; Blue: p.58-59.
Norming Sample Method	Same as above.
Score-Conversion Tables	Fall: Manual for Administering and Interpreting- Red: pp.32-43, 83-87; Green: pp.28-43, 85-89; Brown: pp.24-39, 83-87; Blue: pp.24-35,77-83. Spring: Supplementary Norms Booklets-one for each level-must be requested from publisher; also, included in package of test booklets.
Standard Deviation Tables	Manual for Administering and Interpreting- Red: p.68; Green: p.69; Brown: p.64; Blue: p.60.
Tests/Subtests Reliability	Manual for Administering and Interpreting- Red: pp.73-74, 92-93; Green: pp. 74-76, 92-93; Brown: pp.69-71, 92-93; Blue: pp.65-67, 88-89.
Tests/Subtests Validity	Manual for Administering and Interpreting- Red: p. 75; Green: p.76; Brown: p.71; Blue: p.67

8. ADDITIONAL COMMENTS:

Practice Test

—Available for Red level.

Tables of Equivalent Scores Available from Publisher

—For SDMT 1976 and Mathematics Tests of Stanford Achievement Tests, 1973 edition.

—For SDMT, 1976 and SDAT (Stanford Diagnostic Arithmetic Tests), 1966 edition.

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Summary Test Information for Title I Evaluation*

Test(Series)/Year: STANFORD DIAGNOSTIC READING TEST, 1976 Forms: A & B

Publisher/Distributor: Psychological Corporation Authors: B. Karlsen, R.Madden & E. Gardner

Source of Information: Publisher's response, 1979 Catalog, test publications--see Item 7.

Description: Measures the major components of the reading process to diagnose pupils' strengths and weaknesses in reading. Helps teachers group pupils according to their specific instructional needs.

1. BASIC TEST INFORMATION:

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS			
	RED Gr. 1-S Gr. 2-F, S Gr. 3-F	GREEN Gr. 2-S Gr. 3 & 4-F, S Gr. 5-F	BROWN Gr. 4-S Gr. 5, 6 & 7-F, S Gr. 8 & 9-F	BLUE Gr. 8-S Gr. 9-F, S Gr. 10, 11 & 12-F
READING	*Items*	*Items*	*Items*	*Items*
Auditory Vocabulary	36	40	40	-
Auditory Discrimination	40	36	-	-
Phonetic Analysis	40	36	36	30
Structural Analysis	-	60	78	24
Total Decoding	-	-	-	*54*
Word Reading	42	-	-	-
Reading Comprehension	48	-	-	-
Literal	-	30	30	30
Inferential	-	30	30	30
Total Comprehension	*90*	*60*	*60*	*60*
Reading Rate	-	-	34	-
Fast Reading	-	-	-	32
Scanning & Skimming	-		-	30
Total Rate	-	-	-	*62*
Word Meaning	-	-	-	30
Word Parts	-	-	-	30
Total Vocabulary	-	-	-	*60*

*Based on information available January 8, 1980

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1. BASIC TEST INFORMATION: (continued)

Skill Domain Mastery Scores Available

Subtest: Skill Domain Scores Available	TEST LEVELS AND IN-LEVEL NORMS			
	RED Gr. 1-S Gr. 2-F, S Gr. 3-F	GREEN Gr. 2-S Gr. 3 & 4-F, S Gr. 5-F	BROWN Gr. 4-S Gr. 5, 6 & 7-F, S Gr. 8 & 9-F	BLUE Gr. 8-S Gr. 9-F, S Gr. 10, 11 & 12-F
AUDITORY DISCRIMINATION	*Items*	*Items*	*Items*	*Items*
Consonant Sounds	24	18	-	-
Vowel Sounds	16	18	-	-
PHONETIC ANALYSIS				
Consonant Sounds	24	18	18	15*
Vowel Sounds	16	18	18	15*
STRUCTURAL ANALYSIS				
Word Division	-	30	48	12*
Blending	-	30	30	12*
READING COMPREHENSION				
Sentence Reading	32	-	-	-
Paragraph Comprehension	16	-	-	-
WORD MEANING				
Reading & Literature	-	-	-	10*
Mathematics & Science	-	-	-	10*
Social Studies	-	-	-	10*
WORD PARTS				
Affixes	-	-	-	18*
Roots	-	-	-	12*
SCANNING & SKIMMING	-	-	-	16*
Scanning	-	-	-	16*
Skimming	-	-	-	16*

*Progress Indicators are not available in machine scoring but can be obtained in hand scoring.

Note: (1) Content-referenced scores, "Progress Indicators," are available for the above skill domains. (The Progress Indicator is the specified proportion of test items in the skill area that indicates mastery of the particular skill domain.)

(2) Norm-reference scores are not available for skill domains.

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2. KEY ISSUES:

Blue Level

—Was normed in 1974.

Out-of-Level Testing

—Out-of-level testing for Title I evaluation is not recommended by the publisher—see Item 4.

Recommended Testing Levels for Model A

—Fall/Spring Pretest-Posttest—see Item 4.

—Fall/Fall Pretest-Posttest—see Item 4,

—Spring/Spring Pretest-Posttest—see Item 4.

Norms Tables

—Fall norms tables are included in the Manual for Administering and Interpreting for each level.

—Spring norms tables are included in the Supplementary Norms Booklet for each level. Booklets available from publisher, upon request, and included in each package of test booklets.

Scores Available

—Provides both norm- and criterion-referenced scores.

New Test Edition

—SDRT will be revised and a new test edition available in 1984 or 1985.

3. NORMING:

Sampling & Methods

—National probability sample representative of pupils in grades 2-9; Fall N=31,500 for Red, Green, and Brown Levels and 24,000 for Blue Level; spring N=3,000 for pupils in grades 1-9 for Red, Green, Brown, and Blue Levels.

Midpoints of Norming Periods

—Fall: October 8 for grades 2-9 (Levels Red, Green, Brown); November 8 for grades 9-12 (Level Blue).

—Spring: April 28 for grades 1-9 (Levels Red, Green, Brown, Blue).

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

—Name of expanded standard score is "Scaled Score."

Test Level Selection

—Out-of-level testing for Title I evaluation is not recommended by the publisher.

—If it is necessary to test out-of-level because the Title I program corresponds to the content of the out-of-level test, then use the in-level norms for the test level which provides both in-level pretest and posttest norms.

For example, if the Red Level was used for Grade 3, the mean scale score would be converted to the green level percentile rank scores even though there are empirical norms for the Red Level at the beginning of Grade 3. This may result in odd looking test scores but the gain would appear more valid.

—For Model A, the same level should be administered for pretest and posttest to avoid scale score inconsistencies. The publisher's recommendations for test level selection follow:

Fall/Spring Pretest-Posttest for Same Level Testing.

Grade	Fall Level	Spring Level
2	Red	Red
3	Red*/Green	Green
4	Green	Green
5	Green*/Brown	Brown
6	Brown	Brown
7	Brown	Brown
8	Brown	Brown/Blue*
9	Blue	Blue

Fall/Fall Pretest-Posttest for Same Level Testing.

Grade	Lower Grade Level	Upper Grade Level
2-3	Red	Red
3-4	Red*/Green	Green
4-5	Green	Green
5-6	Green*/Brown	Brown
6-7	Brown	Brown
7-8	Brown	Brown
8-9	Brown	Brown
9-10	Blue	Blue
10-11	Blue	Blue
11-12	Blue	Blue

*Use of this level parallels longitudinal norms development.

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Spring/Spring Pretest-Posttest for Same Level Testing.

Grade	Lower Grade Level	Upper Grade Level
1-2	Red	Red
2-3	Red*/Green	Green
3-4	Green	Green
4-5	Green*/Brown	Brown
5-6	Brown	Brown
6-7	Brown	Brown
7-8	Brown	Brown*/Blue
8-9	Blue	Blue

*Use of this level parallels longitudinal norms development.

5. SCORING:

Methods

—Hand & Machine.

Scoring Services

—The basic scoring service for the 1976 SDRT includes for each pupil: raw score, national stanine, and grade equivalent for each subtest and total. National percentile and scaled score are available at no additional charge, upon request. NCE scores are available as an option.

—Some of the subtests have items grouped into Skill Domains, each measuring a specific skill. The raw score for each of these domains is reported as being at or above, or below a cutoff score called "Progress Indicator."

—Does not have pretest-posttest matching service for Title I evaluation.

6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

Manual for Administering and Interpreting (one for each level)

—Scaled Scores Corresponding to ___Level SDRT Raw Scores.

—Percentile Ranks and Stanines Corresponding to SDRT Scaled Scores for Grade ___Pupils in the Standardization Sample. (Fall)

—Percentile Ranks and Stanines Corresponding to SDRT Raw Scores for Grade ___Pupils in the ___Level Standardization Level. (Fall)

Supplementary Norms Booklet (one for each level)

—Percentile Ranks and Stanines Corresponding to SDRT Scaled Scores for Grade ___Pupils in the ___Level Spring Research Sample.

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Supplementary Norms Booklet (continued)

—Percentile Ranks and Stanines Corresponding to SDRT Raw Scores for Grade ___Pupils in the ___Level Spring Research Sample.

7. TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	Manual for Administering and Interpreting- all levels, p.12.
Equating of SDRT Forms	Manual for Administering and Interpreting- Red: p.69; Green: p.66; Brown: p.70; Blue; p.67.
Item Objectives or Content Classification	Manual for Administering and Interpreting- Red, Green, Brown & Blue: pp.7-10 & Appendix A
Norming Sample Description	Manual for Administering and Interpreting- Red: pp.68-70; Green: pp.65-66; Brown: pp.69-70; Blue: p.67.
Norming Sample Method	Same as above.
Score Conversion Tables	Fall: Manual for Administering and Interpreting- Red: pp.38-43, 86-91. Green: pp.30-35, 83-91. Brown: pp.28-37, 90-101. Blue: pp.24-43,87-106. Spring: Supplementary Norms Booklets-one for each level-must be requested from publisher; also, included in each package of test booklets.
Standard Deviation Tables	Manual for Administering and Interpreting- Red: p.70; Green: p.67; Brown: pp.72-73; Blue: pp.68-69.
Tests/Subtests Reliability	Manual for Administering and Interpreting- Red: pp.74-77,93; Green: pp. 72-74, 94; Brown: pp.77-80, 89; Blue: pp.73-75.
Tests/Subtests Validity	Manual for Administering and Interpreting- Red: pp.77-85; Green: pp. 74-82; Brown: pp.80-88; Blue: pp.75-86.

8. ADDITIONAL COMMENTS:

Practice Tests

—Available for Red and Green levels.

Tables of Equivalent Scores Available from Publisher

—For SDRT 1966 and 1976 editions.

—For SDRT 1976 and Reading Tests of Stanford Achievement Tests, 1973 edition.

Summary Test Information for Title I Evaluation*

Test(Series)/Year: STANFORD EARLY SCHOOL ACHIEVEMENT TEST, 1967-70 Forms: One

Publisher/Distributor: Psychological Corporation Authors: R. Madden & E. Gardner

Source of Information: Publisher's response, test publications--see Item 7.

Description: A group-administered test designed to measure children's cognitive abilities upon entrance to kindergarten and during kindergarten and first grade. Expanded standard (scaled) score is continuous with Stanford Achievement Test, 1973.

1. BASIC TEST INFORMATION:

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS	
	LEVEL I KG.-F,S GR. 1-F	LEVEL II GR. 1-F, M, S
READING	*Items*	*Items*
Letters and Sounds	28	41
Word Reading	-	58
Sentence Reading	-	39
Total Reading	-	-
LANGUAGE ARTS		
Aural Comprehension	28	27
Environment	42	39
Total Language Arts	-	-
MATHEMATICS		
Mathematics	28	55
Total Mathematics	-	-

2. KEY ISSUES:

Expanded Standard (Scaled) Score

--Is continuous with Stanford Achievement Tests, 1973, Primary Level I, Form A.

New Test Edition

--A new test edition is being developed. Publisher anticipates that it will be available in fall, 1982.

*Based on information available January 24, 1980.

3. NORMING:

Sampling & Methods

--National probability sample representative of students in grade 1 for SESAT Level II (fall N=7,369, midyear N=3,003, and spring N=3,143) and in grades K-1 for SESAT Level I (fall N=6,007 and Spring N=19,416; grade range=8,310-11,106).

Midpoints of Norming Periods

--Fall: October 8 for grades K-1 (Level I) and grade 1 (Level II).

--Midyear: February 1 for grade 1 (Level II).

--Spring: May 8 for Kg. (Level I);
May 1 for grade 1 (Level II).

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

--Name of expanded standard score is "Scaled Score."

--The scaled score is continuous with that of the Stanford Achievement Test, 1973, Primary I, Form A only--see Item 8 for required score conversion procedures for out-of-level use of SESAT Level II and Stanford Achievement Tests, 1973, Level Primary I, Form A.

Test Level Selection

--It is possible to test one level below grade level on all subtests except Word Reading and Sentence Reading, which are not available in Level I.

5. SCORING:

Method

--Hand & Machine.

Scoring Services

--Basic scoring service includes raw scores and national percentile rank and Stanine scores. Scaled scores are available upon request at no extra charge.

--Optional scoring services include pretest-posttest matching (scaled scores only) and List Reports which provide NCE scores.

6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

Stanford Research Report No. 9, "Grade Equivalents and Scaled Scores for Stanford Early School Achievement Test"

--Scaled Scores Corresponding to Raw Scores by Test (separate tables for Levels I and II).

6. SCORE CONVERSION TABLES: (Continued)

Teacher's Manual-Directions for Administering (separate manual for Level I and II)

--Stanines and Selected Percentiles Corresponding to Raw Scores.

7. TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	Teacher's Manual-Directions for Administering: Level I, II, p. 3.
Item Objectives or Content Classification	Teacher's Manual-Directions for Administering: Level I; p. 23; Level II, pp. 30-31.
Norming Sample Description	Teacher's Manual-Directions for Administering: Level I, p. 19; Level II, p. 24. Unpublished information on Level I fall norms sample size was reported by publisher (1-24-80).
Norming Sampling Method	Teacher's Manual-Directions for Administering: Level I, p. 19; Level II, p. 24.
Score Conversion Tables	Teacher's Manual-Directions for Administering: Level I, pp. 21-22; Level II, pp. 26-27; Stanford Research Report No. 9.
Standard Deviation Tables	Teacher's Manual-Directions for Administering: Level I, p. 20; Level II, p. 25.
Test/Subtests Reliability	Teacher's Manual-Directions for Administering: Level I, p. 20; Level II, p. 25.
Test/Subtests Validity	Teacher's Manual-Directions for Administering: Level I, p. 20; Level II, pp. 25, 30-31.

8. ADDITIONAL COMMENTS:

Out-of-Level Use of SESAT with Stanford Achievement Tests, 1973

--The scaled scores on SESAT are continuous with those of the Stanford Achievement Tests, 1973, Primary Level I, Form A only on the following subtests:

SESAT	SAT
Environment	Vocabulary
Work Reading (Level II only)	Reading Part A
Sentence Reading (Level II only)	Reading Part B
Letters & Sounds	Word Study Skills
Mathematics	Total Mathematics
Aural Comprehension	Listening Comprehension

(Source: Stanford Research Report No. 9, "Grade Equivalents and Scaled Scores for Stanford Early School Achievement Test.")

--The publisher has recommended testing SESAT and the Stanford Achievement Tests not more than one level out-of-level.

8. ADDITIONAL COMMENTS: (Continued)

--Some Title I districts have used SESAT Level II (out-of-level) at the beginning of grade 2 for pupils who cannot read and the Stanford Achievement Tests, 1973, Primary Level I (out-of-level) at the end of grade 2.

--The score conversion precedures for out-of-level use of SESAT II and the Stanford Achievement Tests, 1973, Primary I, Form A, are as follows:

SESAT II - Mathematics (out-of-level administration at beginning of grade 2)

Step 1. Convert each pupil's raw scores on SESAT II to its corresponding scaled score on SESAT II.

Use Table 4a (p. 6), "Scaled Scores Corresponding to Raw Scores by Test," in "Stanford Research Report No. 9: Grade Equivalents and Scaled Scores for Stanford Early School Achievement Test."

Step 2. Calculate the mean (average) of the scaled scores.

Step 3. Convert the out-of-level mean scaled score on SESAT II to its corresponding in-level raw score on Total Mathematics on Primary Level I, Form A, of the Stanford Achievement Tests (SAT), 1973.

Use Table 10b (p. 29), "Scaled Scores Corresponding to Raw Scores for Various Totals," in "Manual Part II-Norms Booklet, Primary Level I Battery, Form A, SAT, 1973."

Step 4. Convert the in-level raw score from Step 3 above to its corresponding percentile rank score for beginning of grade 2.

Use Table 9 (p. 26), "Stanines and Selected Percentile Ranks Corresponding to Raw Scores for Various Totals-- Beginning of Grade 2," in "Manual Part II-Norms Booklet, Primary Level I Battery, Form A, SAT, 1973."

SESAT II - Word Reading (out-of-level administration at beginning of grade 2)

Procedures are same as above. Word Reading on SESAT II is equated with Reading, Part A, on Primary Level I, Form A, of the SAT, 1973.

To convert the mean scaled score on SESAT II to its corresponding in-level raw score on Primary Level I, use Table 10a (p. 28) in "Scaled Scores Corresponding to Raw Scores by Test," in Manual Part II-Norms Booklet, Primary Level I Battery, Form A, SAT, 1973.

To convert the near in-level raw score to its corresponding in-level percentile rank score for beginning of grade 2, use Table 8c (p. 22), "Stanines and Selected Percentile Ranks Corresponding to Raw Scores by Test--Beginning of Grade 2," in "Manual Part II-Norms Booklet, Primary Level I Battery, Form A, SAT, 1973."

SESAT II - Sentence Reading (out-of-level test administration at beginning of grade)

Procedures are same as above. Sentence Reading on SESAT II is equated with Reading, Part B, Primary Level I, Form A, SAT, 1973.

SESAT II - Combined Reading Score (out-of-level administration at beginning of grade 2)

The Stanford Achievement Tests, 1973, Primary Level I, provides percentile rank scores for Reading, Part A & Part B. The publisher has indicated that Word Reading on SESAT II (equated with Reading, Part A, on SAT Primary Level I) and Sentence Reading on SESAT II (equated with Reading, Part B, on the SAT Primary Level I) can be converted into a comparable combined reading score.

The required score conversion procedures follow. However, the publisher has cautioned that this method be used for group evaluation only and not for individual pupil evaluation.

Step 1. Convert each pupil's SESAT II out-of-level raw score on Word Reading to its corresponding scaled score on SESAT II.

Step 2. Calculate the mean (average) of the SESAT II scaled scores from Step 1.

Step 3. Convert the out-of-level mean scaled score on SESAT II to its corresponding in-level raw score on SAT Primary Reading, Part A, Level I, Form A.

Step 4. Convert each pupil's SESAT II out-of-level raw score on Sentence Reading to its corresponding SESAT II out-of-level scaled score on SESAT II.

Step 5. Calculate the mean (average) of the SESAT II scaled scores from Step 4.

Step 6. Convert the out-of-level mean scaled score on SESAT II to its corresponding in-level raw score on Reading, Part B, on Primary Level, Form A, SAT, 1973.

Step 7. Add the two mean in-level raw scores obtained in Steps 3 and 6 above.

Step 8. Convert the score obtained in Step 7 above to its corresponding in-level percentile rank score on Reading (Part A & Part B) on Primary Level I, Form A, SAT, 1973.

Publisher's Recommended In-Level Use for SESAT 67-70 and SAT, 1973

Test/Level	Recommended	Norms (Grade/Month)	Standardization Midpoint Dates
SESAT I	K.1 - 1.1	K.1, K.8, 1.1	Oct. 8 - - May 8
SESAT II	1.1 - 1.8	1.1, 1.5, 1.8	Oct. 8 - Feb. 1 - May 1

Publisher's Recommended (Continued)

Test/Level	Recommended	Norms (Grade/Month)	Standardization Midpoint Dates
SAT, Prim I	1.5 - 2.4	1.5, 1.8, 2.1	Oct. 8 - Feb. 8 - May 8
SAT, Prim. II	2.5 - 3.4	2.5, 2.8, 3.1	Oct. 8 - Feb. 8 - May 8

(Source: Publisher Memorandum, June 23, 1977; Publisher's Questionnaire Response

Summary Test Information for Title I Evaluation*

Test(Series)/Year: TEST OF ACADEMIC SKILLS (TASK), 1973 Forms: A & B

Publisher/Distributor: Psychological Corporation Authors: E. Gardner, R. Callis and J. Merwin

Source of Information: Publisher's response; TASK Manual, pp. 13-14.

Description: TASK provides measurement of achievement in the basic skills in Reading, Mathematics, and Language at any time after instruction in these fundamental academic skills has been substantially completed. Expanded standard (scaled) score is continuous with the Stanford Achievement Test, 1973

1. BASIC TEST INFORMATION:

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS	
	LEVEL I GR. 8-F GR. 9 & 10-F, S	LEVEL II GR. 11 & 12-F, S GR. 13-F
READING	*Items*	*Items*
Reading	78	78
Total Reading	-	-
LANGUAGE ARTS		
English	69	69
Total Language Arts	-	-
MATHEMATICS		
Mathematics	48	48
Total Mathematics		

2. KEY ISSUES:

Norms Tables

--TASK Manual includes only fall norms.

--Supplementary spring norms tables are available from the publisher--see Item 6.

Use with Stanford Achievement Tests, 1973

--Expanded standard (scaled) score is continuous with Stanford 1973 edition--see Item 4.

*Based on information available on January 8, 1980.

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4. KEY ISSUES: (Continued)

New Test Edition

--Publisher is developing a new test edition and anticipates that it will be available in fall, 1982.

3. NORMING:

Sampling & Methods

--National probability sample representative of students in grades 8-13 (N=48,779 in fall and 17,439 in spring).

Midpoints of Norming Periods

--Fall: October 8 for Grades 8-13 (Levels I & II)

--Spring: May 8 for Grades 9-12 (Levels I & II).

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

--Name of expanded standard score is "Scaled Score."

--Expanded standard score is continuous with the Stanford Achievement Tests, 1973, on the tests listed below. See Item 8 for required score procedures.

SAT	TASK
Total Reading	Reading
Language (Adv. Level only)	English
Total Mathematics	Mathematics

5. SCORING:

Methods

--Hand & Machine.

Scoring Services

--Basic scoring services include scaled scores and national percentile rank and stanines. Raw scores are available upon request.

--Pre-posttest matching provides scaled scores.

6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

TASK Manual--Levels I & II for High School, Forms A & B

--Scaled Scores Corresponding to Raw Scores(separate tables by level and form).

--Stanines and Selected Percentile Ranks Corresponding to Raw Scores by Test-Beginning of Grade (separate tables by level and form).

SCORE CONVERSION: (Continued)

Supplementary End of Grade (Spring) Norms Tables (available from publisher on request).

--Selected Percentile Ranks Corresponding to Raw Scores (separate tables available for Forms A & B).

7.

TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	H. S. Manual: p. 7.
Equating Forms A and B	H. S. Manual: p. 14.
Item Objectives or Content Classification	H. S. Manual-Reading: pp. 28-29; English: p. 30; Mathematics: p. 30.
Norming Sample Description	H. S. Manual: pp. 13-14.
Norming Sample Method	Same as above.
Score Conversion Tables	H. S. Manual: pp. 20-25.
Standard Deviation Tables	H. S. Manual: pp. 16-17.
Test/Subtests Reliability	H. S. Manual: p. 15.
Test/Subtests Validity	H. S. Manual: p. 14.

8. ADDITIONAL COMMENTS:

Use With Stanford Achievement Tests, 1973

--Score conversion procedures are as follows: (1) On Stanford, convert each pupil's raw score to a scaled score, (2) Calculate the average of the scaled scores, (3) Convert the average scaled score to its corresponding in-level raw score on TASK, (4) Convert in-level raw score to in-level percentile score on TASK and, (5) Convert in-level percentile score to corresponding NCE score.

--Publisher recommends testing not more than one level out-of-level.

Summary Test Information for Title I Evaluation*

Test(Series)/Year: STS EDUCATIONAL DEVELOPMENT SERIES, 1963-77 **Forms:** A, B, C, R, S

Publisher/Distributor: Scholastic Testing Service, Inc. **Authors:** O. F. Anderhalter, R. Bauernfeind, & STS staff.

Source of Information: Publisher's response, test publications--see Item 7.

Description: The STS Educational Development Series was designed to measure ability and achievement in Grades 2-12 and also to survey and report interests and plans in relation to test results for counseling service.

1. BASIC TEST INFORMATION:

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS									
	LOWER PRIMARY GR. 2&3-F, S		UPPER PRIMARY GR. 3&4-F, S		ELEMENTARY GR. 4,5&6-F, S		ADVANCED GR. 6,7,8 & 9-F, S		SENIOR GR. 9, 10, 11 & 12-F,S	
	Forms A	Forms S	Forms B&C	Forms R	Forms A,B&C	Forms R&S	Forms A,B&C	Forms R&S	Forms A,B&C	Forms R&S
READING	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*	*Items*
Reading (Part 6)	50	50	60	50	60	50	75	50	75	50
LANGUAGE ARTS										
English (Part 7)	35	50	50	50	70	50	75	50	75	50
MATHEMATICS										
Mathematics (Part 8)	50	50	60	50	60	50	60	50	60	50

2. KEY ISSUES:

Test Forms

—Rather than developing alternate forms for all levels of the Educational Development Series at one time, the publisher added new forms at various test levels in 1965, 1968, 1969, 1972, 1973, 1975, and 1977.

—Forms A, B, and C have been replaced by Forms R and S which were normed in 1978. Although still available, these forms are being phased out by the publisher.

*Based on information available December 20, 1979.

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Test Forms (Continued)

—New Forms T and U are currently being normed: Form T at the Elementary Level and Senior Level and Form U at the Senior Level.

3. NORMING:

Sampling & Methods

—1975 Norms (Forms S and T): National stratified sample representative of pupils in grades 2-12; sample selected from 778,562 full-battery test results (part user-based)--N=100,000; grade range=5,000 -10,000.

Midpoints of Norming Periods

—Fall: October 1 for Grades 2-10 (Lower Primary Level-Senior Level).

—Spring: May 1 for Grades 2-10 (Lower Primary Level-Senior Level).

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

—Name of expanded standard score is "Expanded Standard Score."

Test Level Selection

—Publisher does not recommend testing more than one level out of level

5. SCORING:

Method

—Hand & Machine.

Scoring Services

—The publisher's standard scoring service provides NCE scores as a regularly available option. Selection of NCE scores as a norm type can be indicated directly on the order form.

—Optional pretest/posttest matching services are available for either fall-spring, fall-fall, or spring-spring test administrations.

.6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

Technical Report-Spring 1978 (one for each test level)

—Raw Scores to Expanded Standard Scores (separate table for each form available for test level).

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Technical Report-Spring 1978 (one for each test level) (continued)

—STS Educational Development Series Norms--[Name] Level, Form ___, Grade ___, (NCE/%ile/Raw Scores: Tests 4-8, Composite, Total Ability, Basic Skills/Grade Score)--separate table for fall (grade #.2) and spring (grade #.8).

Note: Midyear norms (grade #.5) are interpolated and should not be used for Title I evaluation.

7. TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	Teacher's Manual of Directions (one for each test level).
Equating	Technical Report, Spring, 1978 (one for each test level): Chapter 3.
Item Objectives or Content Classification	Content Outlines (one for each test level and subject area).
Norming Sample Description	Technical Report, Spring, 1978 (one for each test level): Chapter 2.
Norming Sample Method	Technical Report, Spring, 1978 (one for each test level): Chapter 2.
Score Conversion Tables	Technical Report, Spring, 1978 (one for each test level): Appendix.
Standard Deviation Tables	Technical Report, Spring, 1978--Lower Primary: p.23; Upper Primary: p.25; Elementary: p.43; Advanced: p.43; Senior: p.52.
Test/Subtests Reliability	Technical Report, Spring, 1978 (one for each test level): Chapter 5.
Test/Subtests Validity	Technical Report, Spring, 1978 (one for each test level): Chapter 6.

8. ADDITIONAL COMMENTS:

None.

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Summary Test Information for Title I Evaluation*

Test(Series)/Year: TESTS OF ACHIEVEMENT AND PROFICIENCY, 1978 Form: T

Publisher/Distributor: Riverside Publishing Company, Division of Houghton Mifflin

Authors: D. Scannell, O. Haugh, A. Schild, & G. Ulmer

Source of Information: Publisher's 1980 Catalog, test publications--see Item 7.

Description: Designed to provide comprehensive appraisal of student achievement for widely accepted secondary-school goals in basic skills and curricular areas. Normed concurrently with Iowa Test of Basic Skills, Forms S & T. 1978, to provide extended measurement in grades 9-12.

1. BASIC TEST INFORMATION:

Total and Subtest Scores Available	TEST LEVELS AND IN-LEVEL NORMS			
	LEVEL 15 GR. 9-F, S	LEVEL 16 GR. 10-F, S	LEVEL 17 GR. 11-F, S	LEVEL 18 GR. 12-F, S
READING	*Items*	*Items*	*Items*	*Items*
Reading Comprehension	60	62	62	62
Total Reading	-	-	-	-
LANGUAGE ARTS				
Written Expression	62	62	63	63
Using Sources of Information	63	67	68	69
Total Language Arts	-	-	-	-
MATHEMATICS				
Mathematics	48	48	48	48
Total Mathematics	-	-	-	-

2. KEY ISSUES:

Expanded Standard Score

—Continuous with the Iowa Tests of Basic Skills, 1978--see Item 4.

*Based on information available January 10, 1980

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2. KEY ISSUES: (continued)

Test Administration

—The same conditions of timing and directions for all test levels make it possible to administer different levels of the test during one test administration.

3. NORMING:

Sampling & Methods

—National probability sample representative of students in grades 9-12 (approximately 14,000 students in each grade included in the fall 1977 standardization and approximately 2,500 per grade included in the spring 1978 standardization. The spring standardization sample included a representative subsample of the fall standardization sample.

Midpoints of Norming Periods

—October 29 for grades 9-12 (Levels 15-18).

—April 21 for grades 9-12 (Levels 15-18).

4. OUT-OF-LEVEL TESTING:

Expanded Standard Score

—Name of expanded standard score is "Standard Score."

Test Level Selection

—The publisher indicates that students may be tested one or more levels out-of-level, as necessary.

—The expanded standard score of TAP, Form T, is continuous with the expanded standard score of ITBS, Form S and T, on the following tests:

ITBS	TAP
Reading Comprehension	Reading Comprehension
Mathematics Total	Mathematics
Language Skills Total	Written Expression
Work Study Skills Total	Using Sources of Information

5. SCORING:

Method

—Hand & Machine.

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5. SCORING: (Continued)

Scoring Services

—Standard Service includes the List Report which provides a main score (standard score or grade equivalent), national percentile rank and stanine, and NCE score. Raw scores and NCE scores are optional. Report will not include raw scores if pupils in same Title I group were tested with in-level and out-of-level tests.

6. SCORE CONVERSION TABLES AVAILABLE FOR TITLE I EVALUATION:

Teacher's Guide (includes all levels)

—Raw Score to Standard Score and Grade Equivalent Conversions (separate table for each test level).

—Grade ___: Percentile Norms-Beginning of Year-fall (before Dec.1) Standard Scores and Grade Equivalents to Percentile Rank Conversions (separate table for each grade level).

—Grade ___: Percentile Norms-End of year-spring (After March 1) Standard Scores and Grade Equivalents to Percentile Rank Conversions (separate table for each grade level).

7. TEST INFORMATION	SOURCE DOCUMENT/PAGE
Administration Time	Teacher's Guide, 1979: p.6.
Item Objectives or Content Classification	Teacher's Guide, 1979: pp. 32-44; Preliminary Technical Summary, Second Edition: p.2.
Item Norms	Item Norms Booklets (one for each level).
Norming Sample Description	Preliminary Technical Summary, Second Edition: pp. 4-6.
Norming Sampling Method	Preliminary Technical Summary, Second Edition: pp. 3-6.
Score Conversion Tables	Teacher's Guide, 1979: pp.57-76.
Test/Subtests Reliability	Preliminary Technical Summary, Second Edition: pp.10-12.
Test/Subtests Validity	Teacher's Guide, 1979: p.2; Preliminary Technical Summary, Second Edition: pp.12-13.

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8. ADDITIONAL COMMENTS:

Previous Test Edition

—The previous edition of TAP was named the Tests of Academic Progress, Form S, 1971. It was normed concurrently with the ITBS, Forms 5 and 6, 1971, for grades 3-8.

—TAP Form S, 1971, was not calibrated with the special NCE norms developed for ITBS in 1975-76.

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